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One of New York City's Reading Action Package, this bulletin was designed to help beginning teachers of reading, grades 5 through 8. It offers suggestions for (1) determining pupil reading needs and achievement, (2) organizing for instructional purposes, (3) getting acquainted and using available reading materials, (4) planning the class reading program, (5) implementing the program through guided reading lessons, individualized reading lessons, and skill lessons, (6) extending and refining reading skills, (7) helping children with second language handicaps and divergent speech patterns, and, (8) evaluating the reading program through formal and informal measures. The concepts and the vocabulary, word attack, comprehension, interpretation, and work-study skills needed by every child in order to participate effectively in reading and learning experiences are listed. Sample lesson plans are furnished. The appendix includes a list of basic sight vocabulary, sample diagnostic tests, instructions on the use of informal textbook tests and the Metropolitan Reading Tests, and selected references. (NS)

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A GUIDE FOR BEGINNING TEACHERS OF READING

Grades 5-8

RE001 381

Bureau of Curriculum Development
Board of Education • City of New York

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A GUIDE FOR BEGINNING TEACHERS OF READING

Grades 5-8

Bureau of Curriculum Development
Board of Education • City of New York

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Foreword

The bulletin, *A Guide for Beginning Teachers of Reading: Grades 5-8,* is one of six 1967-68 publications making up New York City's Reading Action Package. This "package" is especially designed to help beginning teachers and supervisors as they work to improve the reading level of every child — New York City's primary objective. Other publications in the new Reading Action Package are:

Sequential Levels of Reading Skills: Prekindergarten-Grade 12
A Guide for Beginning Teachers of Reading: Grades 1-4
A Guide for Beginning Teachers of Reading: Grades 9-12
Supervisor's Handbook in Reading: Prekindergarten-Grade 12
Beginners in Reading Instruction: Teachers and Pupils, Grades 1 and 2 (Manual to accompany In-Service Television Workshop for Teachers, Fall 1967)

It is the hope of this office that the "reading package," of which this publication is one document, will be a powerful weapon in the total armament of materials, experimentation, institutes, special programs, in-service courses and other services which the New York City schools have assembled in their attack on reading problems. New York City is determined that *every* child shall read to his maximum ability. The publication, *A Guide for Beginning Teachers of Reading: Grades 5-8,* is another evidence of that determination. Special commendation for this practical contribution to reading improvement in our city is given to the committee, supervised by Acting Deputy Superintendent Helene M. Lloyd, who is responsible for the development of this publication.

BERNARD E. DONOVAN
Superintendent of Schools

June 1967

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This bulletin, one of the six making up New York City's Reading Action Package, 1967-68, was prepared under the direct supervision of Helene M. Lloyd, Acting Deputy Superintendent, Office of Curriculum, and William H. Bristow, Assistant Superintendent, Bureau of Curriculum Development. The need for a publication of this nature was indicated by a special committee of Assistant Superintendents: Bernard Friedman, Murray Hart, Nathan Jacobson, John McCarthy, Maurice Mehlman, Max Meyers, Theresa Rakow, Sidney Rosenberg, Daniel Schreiber, Saul Siegal, and Abraham Tauchner.

Rosemary E. Wagner, Acting Assistant Director of the Bureau of English, was responsible for the writing of the material. Herbert Potell and Louise Matteoni, assigned to the Language Arts Revision Projects, Grades 5-12 and 1-6 respectively, of the Bureau of Curriculum Development, assisted in the design and development of the material. Harold Zlotnik, then Acting Director of English, participated in the initial stages of the project.

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The editing and production of this publication were under the direction of Aaron N. Slotkin, Editor, Bureau of Curriculum Development. Lillian B. Amdur and Eleanor Shea edited the manuscript for publication. Simon Shulman did the printing production, page layout, and cover design.

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Introduction

To You, The Beginning Teacher

This guide is intended to help you, the new teacher, understand better the facts of reading and approach the complexities involved with a greater degree of confidence, security, and success than might otherwise be true. The guide does not pretend to treat reading comprehensively, nor does it provide the answers to all the questions for which you will need answers. Many of these answers must come and do come from the supervisor whose special responsibility you are and from experienced fellow teachers who are willing and able to help.

Before you come to grips with the details of the reading program, however, you should be aware of certain facts basic to your success as a teacher of reading. It is important for you to:

1. Recognize the key role that reading plays in the learning activities and academic progress of all pupils.
2. Realize that reading is a complex process, which presents many problems to pupils, especially those with limited experiences and language patterns unlike those of the school.
3. Remember that any pupil in grades 5-8 *seriously* below grade in reading achievement has already experienced failure and may have developed negative attitudes toward school and reading. He may well have become a behavior problem.

Should this realistic appraisal of the reading situation frighten you? Certainly not, but it should stimulate you to give time, thought, and effort to doing the best job you can in this important area of teaching.

The emphasis in this brochure is on the methods and materials needed for diagnosing pupil needs, teaching to meet these needs, and evaluating results. But there is, also, the inescapable human dynamic present in every classroom situation. It is your unique role to be the catalyst which brings pupils and process together in a meaningful, exciting relationship. You do this, in part, by:

> Trying to establish a one-to-one relationship with pupils in order to get to know them as individual human beings, thus building morale and mutual respect.

Convincing pupils of your sincere interest in them; showing your confidence in their desire and ability to *learn to read* and demonstrating your determination to *teach them* to read.

Using a variety of motivating devices that will catch and hold the interest of pupils; recognizing accomplishment by buttons, honor rolls, awards of various kinds.

Injecting excitement, enthusiasm, and satisfaction into reading experiences by planning activities and selecting materials that are *new, fresh,* and related to the *immediate, local* interests and the maturity of the pupils. This includes vigorous discussions, reading and dramatizing plays, role-playing, and using a variety of filmstrips and recordings.

Providing experiences (trips, visitors, etc.) not directly related to reading but indirectly expanding pupil concepts, vocabulary, and interests.

Setting up an attractive, stimulating room that pupils like to come to, to "see what's new"; making the classroom library an eye-catching center with a wide variety of books that appeal to urban pupils and ethnic minorities. (Many classrooms need high interest, easy-reading level texts, e.g., mystery and adventure stories.)

Involving the parents, to the extent possible, in the program to raise the reading levels of their children since reading failure is the most common concern of parents. Under the guidance of your supervisor, report to parents frequently and informally; know the strengths and weaknesses of each pupil, and have documentation to show parents when they visit the school; send books home for pupils and parents to read; encourage pupils to read to interested parents, to younger brothers and sisters.

These human and psychological factors are important in dealing with *all* children; they are vital when the pupils are below-grade readers for whom reading is a chore, a stumbling block, a cause of frustration and failure. By every means at your command, you must relate reading to the personal lives of your pupils and make reading and books synonymous with progress, pleasure, and satisfaction.

CHAPTER ONE

Assessing Pupil Status and Needs in Reading

In order to teach reading effectively, the teacher needs to know what to teach. Since this is determined largely by the reading (achievement) levels and skill needs of the pupils, the teacher learns as much as he can, as quickly and as easily as he can, about these factors. If he can do this *before* he meets the pupils in the classroom situation, so much the better.

In grades 5 and 6 in K-6 elementary schools, the teacher is likely to teach language arts (including reading) to only one class. In this situation he is generally able to examine pupil records either before meeting the pupils in class or during the first week of the term.

In grades 5-8 in intermediate and junior high schools, the teacher frequently teaches language arts (including reading) or reading only to three, four, or more classes. He is unlikely to be able to examine the records of one hundred or more pupils as early as or in as detailed a manner as the elementary school teacher. When a large number of pupils is involved, or when records are not readily available, the teacher often gives simple diagnostic tests for immediate use during the first weeks of the term. He may use printed tests such as the *Roswell-Chall Diagnostic Reading Test of Word Analysis Skill* (Grades 2-6) or the *Botel Reading Inventory,* or he may give oral reading tests from reading texts on different reading levels. He should check with his supervisor about commercial and noncommercial test material available and useful to a beginning teacher.*

As time and records become available, the teacher adds to his store of information about each pupil.

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* See Appendix for tests.

A. For Immediate Appraisal

The teacher examines the cards in the pupil's record folder. These include:

1. *Cumulative Record Card*

    a. Data on reading performance

    If pupil is reading *on grade level,* he is rated: Excellent, Good, or Fair. (Notice if the ratings show improvement.)

    If pupil is reading *below grade level,* he is not given a rating; the teacher's estimate is recorded in half-year intervals; e.g., 6.5 indicating the sixth year, fifth month

    b. Data on language competency

    For pupils learning English as a second language, a rating of from A-F indicates, in descending order, the pupil's competency in English.

    c. Data on absence, number of schools attended, retention in grade. (These items are frequently clues to reading retardation; e.g., excessive absence and frequent change of school are possible causes of reading retardation.)

2. *Test Data Card*

    Data on results of standardized tests, recorded in years and months (7.3 indicating seventh year, third month).

3. *Health Card*

    Data on general health and physical factors intimately related to learning; e.g., vision, hearing, etc.

4. *Articulation Card* (for pupils entering 5th, 6th, or 7th grade in intermediate or junior high schools)

    Data on grade tests in mathematics and reading; teacher's estimate of performance; special abilities and disabilities; special data on language (for second-language learners). Often, the previous teacher will have made comments helpful to the new teacher.

There are other types of records — Class Analysis Sheets, Promotion Sheets, Profile Sheets, Reading Record Cards — helpful in assessing reading performance, but their availability, format, and content will vary from school to school. If the teacher's set of records does not include a class profile, summary, or analysis sheet, he will find it very helpful to prepare his own. It *will* take time at the beginning to prepare these sheets, too much, perhaps, if the teacher meets a number of classes in a departmentalized organization. However, information on these sheets will save him much time and frustration in looking back over individual cumulative record cards.

A sample class profile sheet follows:

Class________ Date________ Teacher________

Pupil's Name	Held Over in Grade	Stand. Rdg. Test Date___Grade___	Tchr. Est.	Lang. Comp. for N.E.	Inf. Rdg. Test	Instr. Rdg. Grade Level
1.______						
2.______						
3.______						
4.______						
5.______						

Stand. Rdg. Test = the reading score on the last standardized test given

Inf. Rdg. Test = Informal Reading Textbook Test (where given)

Tchr. Est. = Teacher's Estimate (from Cumulative Record Card or Articulation Card)

Lang. Comp. for N.E. = Language competency for non-English-speaking pupils (according to scale A, B, C, D, E, F as recorded on Cumulative Record Card)

Instr. Rdg. Grade Level = Instructional reading grade level for grouping purposes (This is determined by weighing the evidence in the previous columns and arriving at a grade level which represents a composite of the various levels noted.) This is usually one year *below* the reading test grade; e.g., reading score of 6.3 indicates a fifth grade instruction level.

When the pupils move from one grade to another in the same school (5th to 6th grade, 6th to 7th grade, 7th to 8th grade) the teacher has an additional source of information in those who have been involved with the pupil — previous class teacher, corrective reading teacher, guidance counselor, supervisor, and others. They can alert the teacher to any characteristic of a pupil which requires special attention.

A thorough appraisal is not necessary in order to get a reading program started. During the term, the teacher continues to acquire information about both the pupils and the program, using this additional information in evaluating and redesigning the program for the class.

B. For Ongoing Appraisal

As the class activities begin, the teacher obtains a clearer picture of the reading abilities and needs of his pupils through:

Observation

The teacher observes the pupils' performance in day-to-day reading activities and records his observations several times a month. A brief notation about a specific interest or particular difficulty helps the teacher plan appropriate lessons. (A looseleaf notebook with a page per pupil or a large index card is usually satisfactory.)

The teacher observes the pupil's level of performance in oral communication skills:

in listening

in speaking

in following directions

in expressing preference for materials, activities, etc.

A page or a card might look like this:

Jones, Paul — Instructional level 4.5 (usually one year lower than standardized test score)

October 4 *Oral Reading*
Articulates well; phrases poorly; omits words; reverses words like *saw* (was)

October 16 *Oral and Silent Reading*
Word-attack skills — doesn't use punctuation clues effectively; relies on context.

October 28 *Oral and Silent Reading*
Comprehension skills — gets only literal meaning; can't draw inferences or read "between lines."

Likes stories about flying

Work study skills — has trouble with guide words in dictionary

Note: The form of recording is relatively unimportant, but the habit of recording observations is a good one. Teachers who teach one class, as in a self-contained classroom in an elementary school, may find this record keeping easier than a teacher who meets a number of classes in a day. Most teachers find it worthwhile, however, to keep some record of each pupil's strengths and weaknesses, if only in the back of the plan book, and to refer to it when planning activities.

A checklist such as the one at the end of the chapter, or the Reading Record Card (if this is in use in the school) will give the teacher additional clues to note in observing and evaluating pupil performance. The teacher can check off and indicate the date when a reading skill was taught.

Informal Testing

Teacher-made tests on skills being stressed

Commercial tests; e.g., *My Weekly Reader* (a pupil-subscribed magazine) tests; the *Gray Oral Reading Tests,* etc.

Text exercises in various skilltexts, *Reading Skill Builders* (*Reader's Digest* material), and others.

The teacher seeks these data on pupil performance and needs so that he will *know how* to direct his teaching, *where* to put the emphasis, *what kinds* of materials to use. Unless the data are used in this way, they are of little value in the teaching-learning situation.

The pupil, too, should be aware of the nature of his strengths and weaknesses and become actively involved in improving his reading skills. An individual notebook in reading often helps to individualize a pupil's program. He should be able to see a connection between his reading needs and his reading experiences and be conscious of increasing ability to handle the printed word in a variety of meaningful situations.

Parents are usually very much concerned about their children's performance and progress in reading. The teacher should make an effort to keep parents, especially parents of pupils with reading problems, informed about what the reading program is doing to meet the problems of their children.

The checklist which follows may be useful to the teacher in making notations in his reading notebook. He uses it:

a. for general observations of pupil behavior in all situations involving reading

b. for guidance in the factors to look for as he works with pupils individually and in small groups

c. as a list against which to check his planning and teaching.

Checklist for Reading Disabilities

Behavioral Clues

- Extreme restlessness or daydreaming
- Dislike for reading
- Poor attention
- Lack of perseverance; gives up easily
- Symptoms of visual or hearing difficulties
- Difficulty in remembering material read
- Nervous tension, strained voice when reading
- Easy discouragement

Oral Reading

- Word-by-word
- Misuse of punctuation (habitual)
- Mispronunciations
- Hesitations
- Substitutions
- Repetitions (habitual)
- Insertions
- Omissions
- Reversals
- Poor phrasing; lack of expression
- Unsatisfactory eye movement; loss of place in text

Word-Attack Techniques

- Guesses
- Does not try

- Fails to use
  - Context clues

- Inadequate use of phonic analysis
  - Single consonants
  - Consonant digraphs
  - Single vowels
  - Vowel blends

- Fails to use structural analysis
  - Compound words
  - Prefixes
  - Suffixes
  - Word roots
  - Inflectional endings
  - Contractions
  - Abbreviations
  - Syllabication
  - Accent

Silent Reading

- Subvocal reading
- Pointing
- Poor posture
- Short attention span
- Fidgeting
- Book held too close
- Book held unsteadily
- Unusually slow rate

Comprehension

- Does not understand what he has read
- Specific difficulties with
  - Main ideas
  - Details
  - Sequence
  - Cause and effect
  - Directions
  - Predicting outcomes
  - Critical analysis

CHAPTER TWO

Organizing Classes for Instruction

Different types of instruction and activities require different types of class organization. The organization a teacher uses depends on her purpose, her experience in handling different kinds of learning situations, the needs and abilities of the pupils, and the materials available. She works with the class as a whole, with pupils in groups, and with individual children.

The Class as a Whole

Reading activities that lend themselves to whole-class organization include:

1. Reading by the teacher to the class (desirable at all school levels)
2. Reading in common — functional materials; e.g., the school newspaper, school notices, schedules, rules, directions for taking examinations; literary materials; e.g., poetry for choral reading or speaking, prose with particular appeal of language (rhythms, figurative language), folklore, etc., for enjoyment, interpretation, discussion
3. Skimming and scanning of textbooks and reference materials to locate information needed for class or group projects.

Whole-class activities have a unifying effect on pupils and help to give them status and security. They compensate for any negative effects of grouping and expose less able pupils to the stimulation of their more capable classmates. Nevertheless, working with the class as a whole rarely meets the needs of a group with widely varying reading skills. It tends to restrict the level of instructional materials, the pace of instruction, and the methodology to those which are appropriate for either the largest number of pupils (usually the middle group) or the least able pupils.

Groups Within the Class

Purpose of Grouping

Pupils are grouped in order to:

1. Narrow the range of reading levels
2. Encourage maximum pupil participation, especially for the less able or shy pupils
3. Permit closer pupil-teacher relationships and interaction
4. Provide methods and materials and maintain a pace more nearly appropriate to the reading needs of individual pupils.

Bases for Grouping

The teacher considers the following factors when organizing groups:

1. *Reading grade levels* (4th, 6th, etc.) as determined by standardized tests, informal tests, and teacher observation
2. *Special skill needs* as determined by teacher observation, evaluation of pupils' daily classroom performance, and tests, both formal and informal; e.g., a group that needs special help in phonic analysis or dictionary skills
3. *Special assignments* that involve reading in relation to the topic studied or one of special interest to some pupils.

Characteristics of Effective Grouping

Grouping is most effective when:

1. *Groups are flexible and temporary* — formed for a particular purpose and reformed when the purpose has been accomplished. Individual members may be added or dropped when need is met.
2. *Purposes for grouping are clear and meaningful* to pupils — related to ongoing activities and pupil needs. Pupils can keep checklist of needs and progress.
3. *Assignments are reasonable* — pupils have the necessary skills, materials, and time to accomplish them.
4. *Directions are clear and adequate* — both for the assignment and follow-up activities for the more rapid workers. They should be in writing either on the chalkboard or on duplicated sheets so that pupils can refer to them.
5. *Materials are easily accessible* — secured without disrupting work of other pupils.

6. *Seating and writing conditions are comfortable* — and allow some separation of groups.
7. *Teacher spends few minutes with group* — before independent activities are begun.
8. *Groups vary in size* — the slowest group usually being the smallest, to permit more individual attention.
9. *Evaluation is provided* — by the teacher, the pupils themselves, their classmates.
10. *Variety is planned* — in the type of activity, the materials, and the form of sharing with others.
11. *Balance is achieved* — among group activities carried on independently, those carried on under the immediate direction of the teacher working with the group, or those engaged in by individual pupils.
12. High but realizable standards are set and maintained.

Initiating Group Work

The less experienced teacher moves slowly into group activity. She carries on most reading activities with the whole class until:

1. She has had enough time to learn the reading levels of her pupils and to observe them as they engage in reading activities.
2. She has established routines for pupil movement in the classroom and has satisfactory control of pupil behavior.
3. She has access to a variety of instructional materials with which to engage the interest and attention of pupils with varying abilities and needs.
4. The pupils give evidence of their ability to work independently and to follow cooperatively developed standards for group operation in securing and handling materials, following directions, completing assignments, and engaging in follow-up activities.

The time needed to develop readiness for group activities will vary from one situation to another. An early review of pupil records or immediate informal diagnosis by the teacher should enable him to give some individual and group assignments almost from the outset, particularly to retarded readers. The advice and assistance of a buddy-teacher, a consultant, or a supervisor are helpful in deciding *when* and to *what extent* to initiate group work.

The teacher is usually wise to begin with two groups — one with which she will work and the other (the rest of the class) which will work on an independent assignment. In selecting children for a given group, the teacher refers to the reading records described in Chapter I.

For example: in class 6-5 (register 30) the reading levels show the following spread:

Level a) 4 pupils reading on 7.3-7.8
Level b) 15 pupils reading on 6.0-6.7
Level c) 6 pupils reading on 5.4-5.9
Level d) 2 pupils reading on 4.1-4.9
Level e) 3 pupils learning English as a second language

The teacher forms two groups:

Group I Readers from Levels a and b
Group II Readers from Levels c, d,

The 3 pupils on Level e will be fed into Group II as soon as each is ready to participate.

As she works with each group in turn, the teacher observes individual skill needs. She may, from time to time, form temporary groups of pupils from both I and II who share the need for a particular word-attack or comprehension skill. On such occasions, the two groups consist of a skills group (A) and the rest of the class (B).

The teacher generally gives more independent assignments to the more advanced group, being careful to have appropriately challenging materials and activities for them. She may also try a "team" arrangement — two responsible pupils, either on the same reading levels or on different levels. If this approach works well, she may have teams and/or group activities.

There is no magical number of groups or working arrangements for pupils. The sole criterion is a learning situation that engages the interest and develops the skills of pupils; it must also satisfy the teacher in its learning productivity. The following organization of a class for a week's reading instruction would be appropriate in grades 5 and 6 in an elementary school and in classes for below-grade readers in intermediate or junior high schools. It represents one of many combinations of activities that a teacher might plan for a week. It is good, from time to time, to introduce variety into the plan of operation for a class. It renews pupil interest and avoids a predictable pattern of monotony.

*Pattern of Organization for a Week**

Day	*Group*	*1st Half of Period*	*2nd Half of Period*
Mon.	I	Independent Activity*	Work with Teacher
	II	Work with Teacher	Independent Activity
Tues.	Special Skills	Work with Teacher	Whole Class Activity
	Rest of Class	Independent Activity	
Wed.	I	Work with Teacher	Independent Activity
	II	Independent Activity	Work with Teacher
Thurs.		Whole Class Activity	
Fri.	I	Independent Activity	Whole Class Activity
	II	Work with Teacher	

On-grade or above-grade readers in intermediate and junior high schools will be working more frequently as a class on a variety of language arts activities which include reading. In these classes, the reading skills stressed are generally those involving interpretation and appreciation.

Advanced skills in reading, particularly work-study skills, are sometimes taught in discrete periods, but generally they seem to be taught most effectively in the class study of a literary work or research project.

Group Activities

Reading activities that lend themselves better to group work than to whole class participation include:

1. *A directed reading* of a selection using materials and developing skills above or below the reading ability of some children in the class.
2. *A skill lesson* directed to meeting the needs of particular pupils or necessary for use of particular instructional material.
3. *A practice session* in which pupils use workbook or skilltext exercises to strengthen a skill taught recently.
4. *An enrichment activity* in which pupils use advanced material, reference or source materials, and apply at a higher level a technique or skill already learned with lower-level material.

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* The types of activities suggested are explained in Chapter Five.

Guidelines for Group Work

Most pupils at these grade levels are accustomed to working in groups. The teacher will find that the following guidelines will improve class control:

1. Plan group activities and assignments a week in advance. Have independent assignments on the chalkboard or a chart.
2. Briefly explain the purpose of the assignment; relate it to ongoing work.
3. Give clear, specific directions; set the time limit; give an additional activity to any pupils completing the assignment in shorter time.
4. Check to see that all materials needed by pupils are easily accessible.
5. Be aware of *all* the pupils, both those working with you and those working independently. If you find that you have misjudged the time needed for an independent assignment and that pupils are restive, bring the whole class together immediately.
6. Make every effort to check on independent assignments. Check as many as possible yourself on a random basis; have pupils assist; use a student-teacher; enlist the help of a school volunteer or a parent aide. Assignments that regularly go unchecked soon deteriorate into carelessly done busy work.

CHAPTER THREE

Becoming Familiar with Reading Materials and Their Use

The beginning teacher is generally given the reading materials he needs for his reading program. He is supplied with materials for use in planning the reading program and materials for use with pupils. When he has acquired some experience, he is permitted to select materials and is encouraged to suggest the purchase of new material in which he is interested.

Materials for Teachers

The materials for the teacher will not be identical in all schools, but they will include one or more of the following publications:

A. *Board of Education Publications*[1] (Scope and sequence of reading and some methodology)

  Reading and Literature: Grades 5-12

  Reading: Grades 7-8-9

  Sequential Levels of Reading Skills: PreK — Grade 12

  Reading in the Content Areas: Grades 7, 8 and 9

  A Practical Guide to Individualized Reading

B. *Publishers' Materials*

  Free materials such as articles on some aspect of the reading process, charts, and other illustrative material

  Tests related to specific materials

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[1] See Appendix for complete identification of these publications.

Teachers' manuals for use with basal readers, literary anthologies, skilltexts[2]
Teachers' editions of pupil texts

C. *School-Teacher-Made Materials*

District, school, or grade objectives in reading
Lesson plans — weekly, daily
Checklists especially relevant to the school's program
Guides for beginning teachers

D. *Professional Literature*

Books on reading instruction
Book lists for extended pupil reading
Publications — *I*nternational *R*eading *A*ssociation *(The Reading Teacher);* National Council of Teachers of English *(Elementary English, English Journal),* etc.

The beginning teacher is neither expected to use nor able to use all these instructional aids immediately. They are called to his attention so that, when a situation arises, he will be aware of sources of help and will make inquiries about them in his school, his district, and the public library.

Materials for Pupils

These materials also will vary greatly from school to school. Materials in use in grades five and six in elementary schools may, for example, be somewhat different from those in use in the same grades in intermediate schools. The teacher, therefore, may be given any one or a combination of the following types of pupil material:

A. *Grades 5 and 6*

1. *Basal readers* — organized by grade levels
   Workbooks — to accompany each reader
2. *Literary anthologies* — anthologies of the "easy reading" type which feature high interest and easy vocabulary.
3. *Supplementary books* (variously referred to as trade or library books) — for instructional use with and by pupils who have

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[2] Each teacher should have a manual for each text or reader or literary anthology. If it is not in the materials supplied, the teacher should check with the supervisor or telephone the publisher for a copy.

had the individualized approach to reading; for extended reading by all pupils. These include simple novels, plays, mysteries similar to the books in the B2 category below. They may be hard-covered or paperback editions.

4. *Skilltexts* — (frequently soft-covered) books of prose selections designed to give practice in, or indicate ability to use a given reading skill; e.g., finding the main idea; used in conjunction with anthologies and individual trade books to provide skill reinforcement.

B. *Grades 7 and 8*
   1. *Literary anthologies* — of "easy reading" type described above or on-grade anthologies designated Grade 7 or Grade 8.
   2. *Individual literary works* — for reading and study in common by class or group.
   3. *Skilltexts* — of the type described above in A4.
   4. *Programed reading and English texts;* e.g., *Building Reading Power* — programed course in reading skills for use once or twice a week with individual pupil above 4.5 level but still below grade level; 15 booklets and a teacher's manual included.
   5. *Supplementary books* — novels, plays, poetry, folklore, etc., for extended reading.
   6. **Basic Reading Program* — for intermediate school pupils reading below 3.5 level; a type of workbook material for pupils and a teacher's manual.
   7. **Intensive Reading Program* — for intermediate school pupils reading between 3.5 and 5.0; similar in format to Basic Reading Program; includes a teacher's manual.
   8. **Intensive Reading Program — Extension* — same skills on a more advanced (6th grade) level; new emphasis on appreciational skills.

Using Materials Effectively

A. There are *general* considerations to be kept in mind in using various types of materials.
   1. Material selected should be new to the pupils. Nothing discourages pupil interest more than the use of texts which have

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* Developed by Board of Education staff. Available by special requisition procedures on application to Morris Wallach, Office of Junior High Schools, Board of Education.

been thoroughly worked over. The teacher checks on material previously used by the pupil to avoid this repetition by consulting record cards, previous teacher, supervisor, or a buddy teacher.

2. No one set of materials constitutes the total reading experiences of pupils. In addition to the basic instructional material, the teacher develops or reinforces reading skills through:

   Duplicated materials prepared by the teacher or school
   Newspaper and magazines — adult, school-type, school-prepared
   Texts in the content areas; reports; summaries
   Maps, globes, charts, diagrams; programs, schedules
   Films, filmstrips; records, tape recordings
   Paperbacks — fiction and nonfiction; bookclub publications

3. Instructional material should be matched to the *pupil's functional reading level,* not the grade level of the class. The pupil's instructional level is generally *below* his standardized test level and *above* his recreational (free) reading level, as shown in the examples below:

Stand. Test Level	*Instructional Level*	*Free Reading Level*
5.8	Grade 5 materials	Grade 4 materials
7.3	Grade 6 materials	Grade 5 materials

4. Materials should be varied and represent a balance in types. Pupil interest as well as literary merit are considerations in selecting and using materials. Present interests should be met and extended; new interests stimulated, for example, in biography, mythology, language.

5. Materials should be selected and used to promote enjoyment, appreciation, and the habit of reading as well as growth in reading power.

6. Materials, such as newspapers, maps, directories, printed directions, should be used functionally to establish reading as a "real world" asset.

7. Pupils vary in their reaction to materials. If particular pupils show lack of interest in or dislike for the reading period, the material as well as the techniques should be reevaluated. The

greater the variety of materials, the wider is the interest range that can be covered.

B. There are *special* considerations to be kept in mind as the teacher uses particular materials:

1. Using Basal Readers and Easy Reading Anthologies

a. CHOOSING THE SELECTION

The selections need not be followed in the precise sequence of the book. At this stage of pupil development, the specific concepts, words, and sentence constructions that will be new to pupils are less easily anticipated than in earlier grades. It is also true that the arrangement of selections in literary anthologies is rarely based on increasing levels of reading difficulty and is not intended to suggest any particular sequence of use. Pupil interest and the relation of the selections to activities and events in and out of school are the determining factors.

b. GUIDING THE READING EXPERIENCE

The manuals accompanying books of this type suggest a variety of ways to use them. Making the reading experience meaningful generally involves:

Preparation for reading the story (in class or at home)

Checking pupil background for understanding of a particular selection.

Checking on, and teaching when necessary, unusual words which may interfere with comprehension.

Encouraging pupils to use phonic and structural analysis skills.

Sending pupils to the dictionary or supplying a word, if necessary.

Motivating the pupils to anticipate the plot.

Guided silent reading (to set purposes)

Framing questions to be answered, problems to be resolved, cause and effect relationships to be noted.

Guided oral reading (related to purposes)

Requiring pupils to read orally in response to questions asked, to document a relationship, to share a particularly enjoyable (sad, suspenseful, etc.) incident, to savor a well-turned phrase, to highlight a character, mood, etc.

Evaluating skill needs (as evidenced by above activities)

Observing and analyzing the source of pupils' problems in reading the story; selecting skills to be taught to and practiced by individual pupils, a small group, or the class; selecting appropriate skilltexts to provide skill reinforcement.

c. RELATING READING TO OTHER LANGUAGE ACTIVITIES

Relating the selection to other reading activities — other stories, books on same or closely related topic

Relating the reading activity to oral and written activities — words to be incorporated into oral and written language; idioms; figures of speech to be recorded for future use; plot to be imitated or carried on to next sequence in composition work; creative dramatics or dramatization based on selection; original stories to carry the story further, etc.

2. Using Skilltexts and Workbooks

The teacher is advised to:

a. Use a number of skilltexts. Different skilltexts provide a variety of selections and formats to prevent or reduce the monotony often associated with skill practice.

b. Carefully select the exercise in skilltext or workbook. It should supply practice and application in a single skill or closely related skills. *It should not be given to keep pupils busy.* Each lesson should be motivated with a purpose that is real and meaningful to pupils.

c. Remember that the material will not *teach* the skill. The teacher teaches the skill; the books provide additional practice in the application of the skill.

d. Establish the purpose of the exercise and relate it to reading needs; e.g., a work-study skill needed for the effective use of a subject area textbook.

e. Guide the group through the first few items if pupils appear doubtful about how to proceed. Read through the directions together. Demonstrate at the board how one or two questions are to be done.

f. Set a time limit for completion of exercise. Make it reasonable but discourage dawdling.

g. Realize that overreliance on this type of material makes for dull teaching.

3. Reading Single-Volume Literature Books

The practice of having the class or a group study or read in depth a text of significant literary merit is common at the secondary school level. It will be a new experience for many pupils in grades 5-8. The teacher is advised to:

a. Use this technique with pupils reading within a relatively narrow (1-2 year) range.

b. Be guided more by the interest and maturity levels of pupils than by the literary quality of a particular book.

c. Recognize that, while the major aim is to develop literary appreciation, the teacher should be on the alert for evidence of weaknesses in word-attack and comprehension skills, providing supplementary instruction and practice when needed. Note of such weaknesses should be made.

d. Use the teaching suggestions and other guidance found in the teacher's manual or the bound-in supplement that accompanies many of the single-volume literary selections. Dramatization often enhances the interest and improves the comprehension.

4. Using Commercial Packages and Kits

Publishers have produced various packages and kits intended for use in individual or group reading instruction. These provide for pupils of all levels of reading ability, including those in the elementary and intermediate grades who are beginning readers and those who are advanced readers. Common to most of these materials is a design for allowing the pupil to proceed on his own, with occasional teacher help and guidance. These materials provide helpful reinforcement of skills for the teacher of reading if they are not used indiscriminately as busy work.

The teachers' manual supplied by each publisher of a package or kit will furnish expert answers to questions such as:

1. When should the student move from one level of the material to another?
2. What can be done to focus attention on gaining reading skill rather than on getting the answers?
3. If the pupil is to check his own answers against a key, how can he be shown the value of not peeking at the answers?
4. What does the teacher do while the pupils are working independently with the materials?

5. Using School-Oriented Periodicals and Newspapers

There are numerous magazines and newspapers that are specifically oriented to various levels of the school population. They are often geared to pupil reading ability, catering to the above-grade, on-grade, and below-level reader. They make an effort to attract pupil interest in a journalistic type of reading. Frequently they contain articles of current interest, fiction, poetry, reprints of materials from other sources, and specific hints and exercises for improvement of reading and vocabulary skills. They are available on a full-term subscription basis by pupils and may also be purchased from the school's or the department's textbook funds or through special funds set up by parents' associations or the school's general organization.

The Role of the Library*

A. Objectives of the School Library Program

- Providing multimedia materials and equipment that support the classroom curriculum and are appropriate for individual differences, interests, and needs
- Developing appreciation of man's cultural heritage by providing materials that record the contribution of all peoples through the ages, thus helping to awaken pride in the heritage of the individual's own group and to foster appreciation of the contributions of other groups in society
- Organizing the library collection for easy use and availability with a liberal circulation policy to encourage borrowing
- Providing environment and materials that develop independent study habits and afford opportunities for uninterrupted, quiet reading of self-selected materials
- Furnishing individual and group guidance for skill development and for lifelong satisfactions in reading; teaching skills for locating, selecting, organizing, and using information
- Providing classroom collections of materials as needed
- Furnishing bibliographic services to teachers and pupils
- Serving teachers through professional materials and through library resources for enriched teaching

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* Adapted from *Handbook for Language Arts, Grades 5-12: Reading and Literature.*

- Stimulating pupils to build personal libraries and preparing them for effective use of public libraries

B. The Library as an Extension of the Classroom

Library instruction in grades 5-6 in elementary schools and in grades 5-8 in intermediate and junior high schools is a concerted operation conducted by the language arts teacher, who best knows the materials and the classroom-related library activities and experiences.

The *teacher* and the *librarian* decide:

The kinds of information and materials to be used

The skills to be taught or reviewed

The activities offering the best learning experience to a particular class.

The *librarian* participates by:

Providing orientation to the library early in the term for elementary or language arts classes

Introducing or reviewing the basic library tools when the curriculum requires their use: the encyclopedia, the card catalogue, the information file, quotation books, biographical reference books, literary reference works, yearbooks, and others

Attending staff or departmental meetings to keep informed of teaching developments and to keep teachers informed of library materials, activities, and acquisitions.

The *teacher* participates by:

Preparing the class for the library period

Observing and guiding pupils at work in the library

Following up and reinforcing library instruction with classroom teaching.

The *class* participates by:

Coming to the library on two or three consecutive days to work on a project

Using the library as a laboratory with teacher and librarian; working as individuals or small groups in supervised practice and research.

The *library* serves as reading center and laboratory where:

Attractive surroundings, rich in a variety of reading materials, stimulate the young person to read extensively

Free choice can be readily made, with or without guidance, among media and materials suited to individual needs and purposes

Time and opportunity are furnished for quiet reading, to establish it as a habit and a way of life

In the new multisubject libraries, one group may work with the teacher or alone as individuals in the Language Arts Reading Room, while another group may receive instruction in social studies

Study carrels, in libraries so equipped, provide facilities for viewing filmstrips and films, for listening to recordings, for working with tapes, and for doing other research

The central collection can be tapped for furnishing and refreshing classroom libraries.

C. The Library and Reading Development

All children should have the opportunity to read from the best of children's literature. The new basic lists of *Library Books for Elementary Schools and Junior High Schools* provide books in the humanities, as well as much from the current scene that is familiar to the young reader. In addition, books on human relations and about minority groups are important for all children so that they may have an understanding of each other. For those children who come from disadvantaged areas such books promote a sense of their own dignity and worth. Pupils should have an opportunity to choose for themselves from the rich stores available.

Most children do learn the mechanics of reading, but to make readers of them requires a planned program of reading guidance and the encouragement of book circulation for home reading. Within the library there will be book talks, storytelling, reading aloud, book discussions, displays and exhibits. Book lists with lively annotations, book reviews by pupils in school publications, films, recordings, television programs and movies, dioramas, dramatizations, and assembly programs can all lead to books. In a book-conscious school, there will be bulletin boards with displays of book jackets to tie in with seasonal interests and school activities and to suggest the diversity of reading beyond the textbook that every subject offers.

The librarian working with a basic collection of 60 to 75 magazines can introduce pupils to the variety available and can plan lessons to develop discrimination in their use so that in a nation of magazine readers these youngsters will become knowledgeable and selective.

For the non-English-speaking pupils and retarded readers, the multisensory appeal of films, filmstrips, and recordings when used as introduction or supplement to books can extend reading experiences.

An experience as valuable for the gifted as for the slow learner is a lesson in browsing that leads to individual selection of a book. As a follow-up, an informal book discussion or conversation provides an opportunity to communicate ideas orally, to relate present and past reading, to discover interesting books, and to make comparisons among them. This sharing of book experiences is an excellent means of discovering attitudes, of developing values, and of personalizing the reading experience. The librarian's own enthusiasm for particular books and the excitement he imparts is always an important stimulus to the class.

CHAPTER FOUR

Planning the Program

The teacher is now familiar with:

1. The *pupils'* reading achievement and needs
2. The *materials of instruction* available
3. The *organization of pupils* for instructional purposes

He is ready to plan and implement the program for his class. This involves:

A. Knowing the Objectives of the Program

It is easy "not to see the forest for the trees" which, in relation to reading, means not to see the overall objectives of the reading program for concern with certain skills. Teachers must remind themselves, from time to time, that the larger purposes of reading are:

To *teach the fundamental skills* of reading

so that pupils can use them easily and effectively for their own purposes — learning and pleasure

and

to establish the habit of reading voluntarily for both purposes.

Within this framework, the teacher checks the objectives of the school reading program and the scope and sequence of the curriculum for his grade. The most recent source for this is the bulletin, *Reading and Literature: Grades 5-12,* (see Appendix) which describes the program at each of these grade levels. It spells out the skills to be taught, grouping them under Word-Attack Skills, Vocabulary Skills, Comprehension Skills, and Work-Study Skills and makes suggestions for teaching these skills at each grade level.

B. Planning the Time Allotment

For reading instruction. Time allocations are handled differently in different school organizations. For example:

1. *In grades 5 and 6* in *elementary schools,* (K-6), the teacher will have approximately 30% of the week's instructional time (7-8 hours) for all language arts instruction. How much of this time he gives to reading will be determined by school policy or by the teacher himself. When the school or teacher is dissatisfied with the pupils' reading performance as much as an hour a day may be given to reading instruction.

2. *In intermediate and junior high schools,* the teacher will find a variety of scheduling patterns. The beginning teacher is generally allotted either of the following types of schedules by the department:

    a. A given number (5-10) of language arts periods of 40-45 or even 60 minutes each for all language arts instruction, the teacher deciding how much of this time to give to reading. A supervisor or corrective reading teacher will generally advise a new teacher in this matter. Frequently 50% of the time will be given to activities in reading and literature.

    b. A given number of periods (5-10), called modules in a few intermediate schools, for language arts with specific periods allocated to reading instruction. This reading instruction may be given entirely by the teacher, may be taught by another teacher, or may be shared with a corrective reading teacher for pupils considerably retarded in reading.

C. Planning the Reading Experiences

The teacher plans the teaching and learning experiences of the reading periods usually for the week ahead. He plans a variety of lessons which include:

1. *Guided Reading Lessons.* Silently and orally reading an assigned selection in a basal reader, literary anthology, or single text for purposes clear to the pupils; discussing the selection read.
2. *Individualized Reading Lessons.* Using trade or library books selected and read by individual pupils, or kits such as SRA.

3. *Skill Lessons.* Working at the chalkboard and making assignments in workbooks and skilltexts to reinforce a word-attack or comprehension skill; using content area texts to develop work-study skills appropriate to the subject.

D. Writing a Daily-Weekly Plan

The supervisor requires each teacher to write his daily plan of instruction a week in advance. In some schools the teacher receives a set of suggested lesson plans which she may adapt to class needs for the first three to six weeks of the school year. The plans also show the teacher the pattern of planning which is acceptable in the school.

Beyond the period covered by the plans or from the beginning in schools which do not provide such plans, the teacher writes his own plans. The teacher will generally indicate in his reading plan:

1. Pupils for whom it is planned — whole class, group, individual
2. Primary aim of the guided lesson or independent activity, sometimes in the form of a question
3. Materials of instruction, specified by page when appropriate
4. Key questions to be asked, vocabulary to be highlighted
5. Evaluation and sharing procedures
6. Follow-up and homework activities

(Examples of daily lesson plans are given in Chapter VI.)

The teacher will be expected to submit his plans to a supervisor at times specified by the latter. The supervisor generally has several questions in mind in reviewing the teacher's plan book:

1. Are the instructional purposes clear?
2. Can a cumulative forward movement in the reading program be seen?
3. Is the plan sufficiently clear, specific, and legible so that a subsitute teacher can use it satisfactorily?

These, incidentally, are good questions for the teacher to ask himself from time to time.

The teacher *determines* the specifics of the week's work in the light of his knowledge of class needs and the curriculum objectives for the grade. He must ask himself:

1. Which skills of word attack, comprehension, and study do specific pupils or groups of pupils need? (The teacher refers to whatever records he has of pupil performance or needs; see Chapter 1.)

   Which skills are allocated for study at this grade level? (The teacher checks the course of study, *Reading and Literature: 5-12*, and school objectives for the grade, if they are supplied.)
2. Which pupils (all — some — one or two) need the particular instruction or practice, and, therefore, which type of class organization is best suited to each specific lesson or activity?
3. Which materials — reader, anthology, trade book, workbook, skilltext, newspaper, textbook, dictionary, or other reference book, filmstrip, or programed material — are best suited for this activity?

As the teacher moves on from week to week, he must also ask himself:

1. How many of last week's activities were completed?
2. How successful were they?
3. Should some be repeated, reviewed, restructured, or presented again?

The teacher should feel free to make his planbook a working document on which he can make notations each day to guide his planning for the next week. For example, if a specific word, skill, or activity causes unexpected difficulty or shows itself to be a strength of the group, he makes a notation to that effect in the margin and uses it as reference for future planning.

The teacher who plans carefully finds that this organized approach to instruction facilitates class management and helps to provide a logical progression of learning experiences for pupils.

CHAPTER FIVE

Putting the Program into Action

The teacher is now ready to implement the program she has planned. She is urged to remember, as she engages pupils in reading activities, that the primary purpose of a reading program is to develop readers — pupils who not only can read but also do read voluntarily for a variety of reasons. Pupil interest and pupil involvement in selecting materials and in planning activities for purposes real to them are important factors in a successful reading program.

A. Setting Up Reading Activities

The teacher engages pupils in *three major types* of activities with whatever variations or combinations his creativity suggests. They are:

1. The Guided Reading Lesson

In suiting instruction to the needs of the class, the teacher is likely to use a basal reader with pupils who barely achieve or who fall below the normal reading expectancy, and a literary anthology, text, or trade book with those who are on or above the norm. When the teacher uses the newer literary-type reader now available at the intermediate level, he is better able to shift the emphasis gradually from the basic skills approach of the primary grades to the literary study-in-depth of the upper years. In any case, a basal reader is only one of many varied books, periodicals, and other materials used in the program.

Selection of a reading text for a group should be based on pupil abilities, interests, and experiential background. If, for example, a fourth-grade book is called for by the reading abilities of a particular group in the seventh grade, consideration must be given to finding a text appealing to the interests and sophistication of the pupils involved.

The teacher's manual or teacher's edition of a reading series is a good source of ideas and practices which the teacher can use as a starting point in planning. In general, a guided reading lesson with a group includes:

a. *Selecting the Material* — The teacher chooses a selection to develop or reinforce the skill(s) that the group needs to acquire, that is, to accomplish the *aim* the teacher has in mind. He considers, too, the appeal that the content has for the pupils. The order of material in the book need not be followed precisely although it should be noted that basal readers frequently have the easier materials at the beginning and the more difficult ones at the end.

b. *Preparing the Lesson* — The teacher reads the selection, becomes thoroughly familiar with it, and plans the lesson to accomplish its aim.

c. *Introducing the Selection* — The teacher motivates the group by having pupils relate their own experiences and by raising or encouraging questions they would naturally ask about the topic. Thus, for a selection about dogs, the teacher might build upon any observations pupils have made. Then the question might be asked: "How can you tell the difference between a pointer and a German shepherd?" A few tentative replies will lead to the comment: "Let's read to find out what this selection tells us about those differences and about other characteristics of these two breeds." Illustrations and other aids that furnish background may be utilized; those in the text often deserve an advance scanning by the group.

d. *Insuring Readiness* — The teacher scans the material and selects the most difficult new words or unfamiliar concepts to present orally and on the chalkboard, preferably in the context of phrases or sentences. She elicits meanings by giving several illustrative examples of the word in the context of the sentence. Pupils are expected to use all their word-attack skills to identify unfamiliar words and determine their meanings as they meet these words in the selection.*

e. *Establishing the Purpose for Reading* — The teacher *establishes the purpose* for reading the selection by formulating questions to be answered, by listing information to be secured, and by noting problems to be resolved. This is a vital step and gives direction to the lesson.

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* The teacher must limit the time taken for motivation, readiness activities, and the number of words to be clarified (10 minutes, perhaps), lest there be little or no time left for the lesson itself.

f. *Reading the Selection* — The first reading of a selection should be silent. While pupils read with clear purposes in mind, the teacher moves about, observing individual difficulties, providing help as needed, and making notations regarding pupils needing subsequent assistance. Often, the teacher reads the beginning of the selection aloud to arouse interest and to set the scene. Pupils then continue on their own. This is particularly useful with slow readers.

g. *Discussing the Selection* — Pupils discuss the selection and frequently read aloud significant sentences or passages related to the discussion.

In the discussion the teacher asks questions about facts and conclusions, characters, feelings, motivations, happenings, and implications. (See step e.) Additional questions and activities are used to develop the reading skill(s) being learned or practiced in this lesson. On occasion, provision may be made for work at home which is further related to the content or skill. Other lessons may grow out of the evaluation when, at the end of the activity, the teacher reviews the lesson to see to what extent it accomplished its purpose and to what extent it uncovered strengths or weaknesses.

Note: See also *Getting Started in the Elementary School,* a manual for new teachers needing help in this area, pp. 108-110.

2. The Individualized Reading Lesson

Many teachers in grades 5 and 6 in the elementary school use an individualized approach to reading instruction. Some teachers in intermediate and junior high schools also use this approach, although more as a supplementary technique than a basic one. Since this approach requires both organizational and instructional skills, it is undertaken only *after consultation with a supervisor*.

The individualized approach requires easy access to a wide variety of trade (library) books. The books should include many that relate to the interests, abilities, experiences, and problems of pupils living in a multi-ethnic urban environment. Other books should be included that will open up new areas of interest, stimulate imagination, provide humor, and move the pupil out into the larger world.

A constantly changing flow of books into the classroom library is maintained by withdrawing books — sometimes in large numbers — from the *central school* library and the local *public* library. Books brought from home also swell the class collection. The teacher is advised to check books from this source that might be inappropriate for school use.

The reading period includes pupil experiences such as these:

a. Reading a self-selected book at the pupil's own pace. The teacher supervises the selection to help the pupil select a book he will enjoy and will be able to read.

b. Conferring briefly with the teacher. The latter asks the pupil to read the title, a caption, a line or two; he asks for reactions to the story or some incident in it; formulates questions to test word-recognition and story comprehension; teaches a word-recognition skill on the spot.

c. Sharing enjoyment of a book with the class by telling the main idea of the story or an incident in it; selling it to the class by pantomiming or dramatizing selected dialogue; by expressing reactions through a brief oral or written report. Pupils are encouraged to use board illustrations, book jackets, "advertising copy," and other devices.

d. Participating in a group or class session in which the teacher emphasizes a reading skill. This may be a skill for which the common need has become apparent in individual conferences with a number of pupils, or it may be included in the developmental skill program which the teacher carries on. For teaching skills the teacher may use a basal reader, a skilltext, a workbook, or rexographed sheets.

e. Keeping a record of reading activities. Pupils may keep notebooks or some form of an index card file in an envelope. In notebook or on file cards, pupils may record:

Titles and authors of books read, with comments and reactions

Interesting words and their meanings (the actual sentence should be recorded to give contextual meaning).

The file makes it possible for pupils to share reactions to books and group books either by author or literary type.

The number of pupils involved in an activity, the length of time a specific activity is carried on, and the combination of activities appropriate in a reading period are determined by the teacher. She must also choose the parallel program of sequential skills to be taught, selecting it with reference to the scope and sequence for her grade.

Where the individualized approach is *not* the primary instructional procedure, it may well be utilized for supplementary reading purposes. Pupils should be stimulated to read as many books as possible beyond those studied in common with the class. Visits to the neighborhood library, book talks by the school or public librarian, publicizing television offerings related to books, holding book fairs, and working with parents are activities that encourage home reading.

3. The Skill Lesson

The program provides for continued instruction in the fundamental reading skills: vocabulary and concept development, word-attack, comprehension, and work-study skills. Though these skills are best learned and practiced in functional situations, some learning and practice must take place in lessons apart from, and in addition to, functional situations.

Skills lessons so taught are frequently lessons in word-recognition skills, in the phonic and structural analysis of words. The teacher teaches such lessons to all pupils who need the given skills (this may be *all* pupils), using the chalkboard, a chart, rexographed materials. He follows this presentation in class or for homework with assignments in skilltexts or workbooks to give practice and reinforcement. He checks the exercises to determine the effectiveness of the teaching and the need for additional practice. (See Lesson Plans, pp. 45 to 53.)

B. Providing for Oral and Silent Reading

At the lower levels of reading ability, oral reading in class is essential in checking word-recognition and fundamental reading comprehension skills. At any level, the teacher utilizes selected passages for oral reading to check students' abilities, for example, to interpret an author's mood, tone, or intent and to provide on-the-spot instruction in skills. An appropriate balance of oral and silent reading should be maintained. The teacher keeps the following considerations in mind as she plans activities.

1. *Silent reading should precede oral reading.* This helps the pupil to analyze new words and to explore both ideas and the structured language in which they are expressed; it also enables him to understand the overall context of the passage. When he comes to the oral reading, he will, hopefully, avoid hesi-

tancy and stumbling over words, and relate normal intonation to the act of reading.

2. *Oral reading should be done with purpose.* Calling on pupils to read sentences or paragraphs in turn, simply to check — or even to help — word recognition and pronunciation is completely inadequate in serving the goals of reading instruction. Oral reading may be done to provide evidence to be examined in a discussion, the basis for proving a point, the means of creating a mood, the projection of a dramatic role, and the like. It should lead to, or grow out of, something that is meaningful to the class.

   In oral reading, the pupil should be guided to use stress, pause, and pitch to help him form the habits of supplying these characteristics of spoken language when he reads silently. The pupil who fails to do this is the one who reads word by word, giving each word full stress. Guiding such a pupil to read expressively with appropriate stress, pause, and pitch is an important contribution to developing reading skill.

The effectiveness of oral reading may be measured by audience attention and reactions or be evaluated by reference to criteria previously established by the group. Tape recordings will help.

Reading in the Subject Areas

Many teachers of grades 5 and 6 in elementary schools are responsible for teaching content area subjects, e.g., social studies, mathematics, as well as language arts. They have, therefore, the full responsibility for teaching pupils the skills involved in reading the texts in these areas.

In some elementary schools, and in intermediate and junior high schools, the teacher of the English-Language Arts shares the responsibility for teaching reading skills in content subjects with the teachers of these subjects. Conferences and cooperative planning that involve all teachers concerned with reading clarify the role and reinforce the work of each teacher.

Causes of Reading Difficulty in Various Subject Areas

Word meanings in content which involves technical terms

The heavy load of fact and concept

A lack of inherent interest and appeal

An assumption of greater background than pupils possess

Lack of clarity in direction and purpose for reading assignments

Inadequate knowledge of symbols, graphic representations, abbreviations, and the like

Suggested Remedies

The overall solution to the general problems just noted is to anticipate the difficulties by supplying necessary motivation, direction, background, and specialized knowledge before pupils read. This can be accomplished by:

Introducing Unfamiliar Concepts and Vocabulary. The number of unfamiliar concepts in a social studies or science textbook means careful selection of books to be used with a given group of pupils in terms of their general reading levels. It requires more extensive preparation by both teacher and pupil for a satisfactory reading experience.

Firsthand experiences such as trips to museums, factories, etc., are, of course, the best way to provide concepts and related vocabulary. When this is not possible, good audio-visual aids, such as flat pictures, filmstrips, movies, programs on radio and television, are very helpful in establishing concepts and enriching vocabulary. The reading which follows such firsthand or vicarious experiences will be more meaningful to pupils.

Using a Variety of Skills and Reading Rates. The many types of materials — textbooks, magazines, newspapers, reference books, maps — which pupils must learn to handle in social studies, science, mathematics, etc., require the reader to be sufficiently flexible to use the particular reading skill called for by a particular type of material. One type of material, e.g., an editorial in a newspaper or an article in a scientific magazine, requires reasonably slow reading for detail, sequence, and subsequent recall. Within the same period or day, pupils may be expected to skip and skim over a variety of reference materials in search of information pertinent to a topic. The pupil's ability to vary his speed and the thoroughness of his comprehension determine his ability to learn to read selectively and critically, to evaluate, to judge, and, in general, to think while reading. These skills are learned functionally and more effectively when they are learned and practiced in a genuine search for information or the solution to a problem using the materials of the content area.

Employing the Comprehension Skills which the pupil is learning and has learned in the subject areas. They include:

getting the main idea of a paragraph; relating supporting details to the main idea; distinguishing between major and minor details of a paragraph; paragraph organization: temporal order, cause and effect, reasons or proof (logical argument), comparison or contrast; seeing the relationship of the main ideas of several paragraphs; summarizing.

Making Use of the Work-Study Skills, particularly important for reading in subject areas. These include:

- scanning and skimming to find information
- evaluating reading material in the light of the reader's purpose
- interpreting graphic representations
- summarizing
- taking notes
- recognizing the purposes and uses of the parts of a book
- analyzing questions in examination and homework situations
- mastering and using the intensive reading-study method, SQ3R*
- understanding terms and abbreviations in footnotes and citations
- applying appropriate reading rate and increasing the reading rate.

In dealing with the *special* problems inherent in each subject area, teachers will find detailed help in the following Board of Education publications:

a. *Reading in the Subject Areas:* 7-8-9
b. *Reading and Literature:* Grades 5-12 (Chapter VI)
c. *Sequential Levels of Reading Skills:* Prekindergarten-Grade 12.

Adjusting Rate of Reading

Rate of reading is measured in terms of words per minute. In a world replete with printed materials, it *is* important for all pupils to develop reasonable speed in all their reading. It is important, also, for pupils to understand the need for adjusting their rate of reading to their purposes and the nature and difficulty of the material they are reading. The teacher may find the following guide helpful:

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* See Reference b, above.

Guide for Flexibility in Reading Rate*

Slowest Reading

For such purposes as:	Such material as:
Following directions	Problems
Recalling material verbatim	Recipes and other directions
Understanding and solving problems	Technical materials
Gaining insight into depth of meaning	Poetry and drama

Slow Reading

For such purposes as:	Such material as:
Finding information	Textbooks
Comprehending thoroughly	Technical nonfiction
Reading critically	Literary prose
Studying for classwork	Encyclopedia articles
	Editorials

Average Reading

For such purposes as:	Such material as:
Enjoying a story	Novels and short stories
Satisfying curiosity	Biography
Superficial comprehension	Accounts of personal experience
	Magazine articles of general interest
	News items of temporary interest

Rapid Reading (scanning and skimming)

For such purposes as:	Such material as:
Finding a specific item of information	Reference Books
Getting a general impression of content	Indexes
Finding the proper place to start reading more slowly	Newspaper pages
	Magazines
	Books selected as of possible interest or value

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* Adapted from *Reading in Secondary Schools.* The University of the State of New York. State Education Department. Albany, 1965.

CHAPTER SIX

Reviewing, Extending, and Refining Reading Skills

Grades 5-8 represent, in one sense, a transitional period in the reading program. In the preceding grades, instruction, activities, and materials were directed toward developing the fundamental skills involved in satisfactory and pleasurable reading experiences. Emphasis was placed on the development of word power and the acquisition of skill in the comprehension and interpretation of material appropriate to the children's maturity and reading levels. Initial work-study skills were introduced.

In grades 5-8, however, the thrust of the program is in the direction of *applying, refining,* and *extending,* rather than learning *basic reading skills.* Fundamental skills are reviewed, retaught when necessary, and applied to more difficult materials. It is important, therefore, for the teacher in these grades to be familiar with the reading program in grades 1-4. Familiarity with the program in grades 9-12 is, of course, helpful in developing a program that has continuity, and ultimate, as well as immediate, goals.

For satisfactory participation in the reading and learning experiences of grades 5-8, every pupil needs:

A. A Comprehensive Background of Concepts and Related Vocabulary

An adequate number of accurate concepts about the world in which he lives, developed through firsthand or vicarious experiences

A vocabulary sufficiently accurate and extensive to help him understand and interpret what he reads, to organize and integrate each new experience with previous experiences. This includes a large sight vocabulary.

This development of vocabulary in relation to experiences and concepts gives pupils the necessary background for understanding the meaning of many words and situations they meet in their reading. The context in which a word appears gives it the particular meaning intended by the author, as in "*Tap* Jim on the shoulder" and "Jim got a drink from the *tap*"; or in "I will *go* to the store" and "all systems are *go*!"

This skill is particularly important for reading in the subject areas where pupils are likely to meet a large number of new words and concepts. Pupils are confused by the fact that in mathematics, science, and other subjects, familiar words are used technically with new meaning; e.g., *earth* as *soil* and *earth* as *planet.*

In grades 5-8, the pupil extends and refines his vocabulary in listening and reading situations as he:

1. Becomes increasingly aware of language and speech patterns of "speakers" in audience situations.
2. Becomes more sensitive to nuances of language, particularly in dialogue situations.
3. Recognizes idiomatic expressions peculiar to individual speaker or writer.
4. Develops the habit of interpreting words *in context* only.
5. Uses all context clues to word meaning. These include *punctuation clues* (word identified by commas or dashes), *verbal clues* (word and synonym linked by "is called"; opposite meaning indicated by such words as *but, instead of*), and *typographical clues* (asterisks for footnotes, boldface type).
6. Makes habitual use of the dictionary for word meaning and pronunciation.
7. Uses other word reference books, e.g., a thesaurus.
8. Understands the differences between simile and metaphor; uses the correct terminology.
9. Recognizes other figures of speech and begins to use them consciously.

B. Effective Word-Attack Skills

Independence in reading is dependent upon the pupil's having the keys for unlocking new words wherever he meets them. As the pupil progresses in reading, the teacher stresses the need to use a number of clues to the recognition of a word and the comprehension of its meaning. Pupils develop increasing skill in phonic and structural analysis and in the use of context clues to word recognition and meaning.

The word-attack skills which follow have been taught and practiced in the primary grades. *Not all pupils learned them; not all who learned them will remember them.* They require frequent review and in some cases, careful reteaching, using more difficult and more mature material. *Sequential Levels of Reading Skills* (see bibliography) will give the teacher a more comprehensive picture of skill development.

1. *Skills of Phonic Analysis* — word-recognition through associating the sounds in words with their letter symbols. To profit from instruction in phonic analysis, pupils must have the ability to make fine auditory and visual discriminations.* The teacher is aware of, and reviews when necessary, the phonic elements; short and long vowels; single initial, medial, and final consonants; initial and final consonant blends and digraphs; blending of consonants and vowels.

He checks to be sure that pupils are on, or are moved to, that level of phonic analysis at which they are able to do the following:

a. Hear and identify, and recognize in print, blends that represent two sounds: *br, dr, fr, gr, pr, tr, cl, bl, fl, gl, pl, sl, st, sp, tw, sw,* and consonant blends that represent a single sound (digraphs): *ch, wh, sh, th.*

b. Blend letter sounds within root words, and blend letter sounds on to root words: *crawl ing, cr awl.*

c. Recognize that some consonants are *silent,* as *k* in *knock, b* in *crumb,* and some have *variable* sounds, as *c* in *cat, race, s* in *say, wise.*

d. Realize that different letters may represent the same sounds as *Ph*ilip, *f*at, cou*gh*, and that long vowels have variant spellings, as *ei, ai, ay, ey, i, ie, uy, y;* the same letters may represent different sounds as *ei* in *sleigh, height.*

e. Understand, arrive at, and apply simple generalizations; e.g., if there is one vowel letter in a word, the vowel usually has the short sound unless it is at the end of the word.

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* See the Appendix for simple tests of pupils' ability in phonics.

At the intermediate levels, phonic skills are applied and extended to include phonetic spellings used in dictionaries as a guide to pronunciation.

2. *Skills of Structural Analysis* — word identification through recognizing root parts and noting changes that result from adding or dropping affixes (prefixes and suffixes).

In the *primary* grades, children were helped to recognize a familiar word (*play*) to which an ending (*ed, s, ing*) was added, as well as the known parts of compound words (*grandmother*).

At the *intermediate* level continued experiences in reading extend these basic understandings to include some of the more common prefixes and suffixes. Pupils develop the ability to:

a. Recognize compound words formed with a known and unknown word (*cast* in *downcast*)

b. Recognize variant forms of known words and the change in meaning resulting from the addition of *er* and *est* (lat*est*, play*er*)

c. Identify contractions (*let's, can't, don't, it's, isn't, haven't, I've, wasn't, we're, wouldn't*)

d Recognize the number of syllables in a word — monosyllabic before polysyllabic — and learn that each syllable has a vowel sound

e. Recognize the following 15 prefixes and their meanings:*

ab (from)
ad (to)
be (by)
com (with)
de (from)
dis (apart)
en (in)
ex (out)
in (into)
in (not)
pre (before)
pro (in front of)
re (back)
sub (under)
un (not)

f. Recognize the following suffixes with their variant meanings:

leak*age* — the action of leaking
mile*age* — the number of miles

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* Albert J. Harris, *How to Increase Reading Ability* (New York: Longmans, Green and Company, 1961), p. 416.

post*age* — *the amount charged* for mailing
orphan*age* — *the home of* orphans
free*dom* — *the state of* being free
official*dom* — *all who are* official

g. Become aware of the changes in function of some words as suffixes are added to them:

the *verb* "to ship" becomes a *noun* — shipment
the *verb* "to break" becomes an *adjective* — breakable
the *adjective* "happy" becomes an *adverb* — happily.

As reading experiences continue, each pupil tends to develop his own pattern of word attack. The teacher's purpose in exposing pupils to several types of word-analysis techniques is to enable them to select and use those most helpful to them in a given reading situation. He encourages them to combine phonic and structural analysis with contextual clues to identify words and their meanings.

C. Appropriate Skills of Comprehension and Interpretation

Many pupils will have developed the ability to understand the literal meaning of what they read and will have acquired initial skills of interpretation. As materials become more complex and sophisticated, pupils need to extend and refine their interpretive skills.

At the *primary grade* level getting and interpreting meaning includes skill in:

1. Getting the main idea
2. Finding and relating details
3. Determining sequence; recognizing cause and effect
4. Making inferences and drawing conclusions.

At the intermediate level, these skills of comprehension and interpretation *are extended.*

1. Getting the main idea *now includes:*
   a. Becoming aware of differing relationships among ideas and things
   b. Grouping related ideas under main thought expressed as a generalization

   - c. Extending the ability to perceive relationships between main ideas and supporting details in longer and more complex materials.

2. Finding and relating details *now includes:*
   - a. Using clue words to identify relationships among details in terms of sequence: first, next, last, for example, but, nevertheless, although, finally, then, to sum up, therefore, however, notwithstanding
   - b. Being able to recall many details by organizing them into meaningful relationships with each other and with larger ideas.
3. Determining sequence *now includes:*
   - a. Determining sequence when it is stated
   - b. Identifying the type of relationship, i.e., spatial, chronological, logical, topological, on which the sequence is based.
4. Drawing inferences *now includes:*
   - a. Inferring the meaning of a simple proverb or maxim and relating it to own activities
   - b. Seeing how to apply proverbs and maxims learned in the classroom to outside situations
   - c. Inferring general implications from fables and legends
   - d. Inferring relationships not stated
   - e. Noting cause and effect relationships; drawing conclusions.
5. Reading critically *now includes:*
   - a. Distinguishing between fact and opinion
   - b. Using clue words to determine sources of information in news reports, editorials, pamphlets, etc.
   - c. Evaluating sources to determine probable point of view
   - d. Evaluating sources for validity and reliability
   - e. Reading supplementary material and comparing information
   - f. Making judgments based on previous reading.
6. Recognizing propaganda techniques *now includes:*
   - a. Being able to recognize slant, bias, and propaganda
   - b. Recognizing repetition as a means of persuasion.

7. Using logical reasoning *now includes:*
    - a. Understanding cause and effect relationships when implied
    - b. Being able to identify the reasoning behind slanted writing
    - c. Using insights from reading to modify values and opinions
    - d. Comparing values of characters in book with own; evaluating both.

D. Productive Work-Study Skills

In the *primary grades,* pupils have had some training and experience in the following work-study skills:

1. Knowing the parts of books
2. Developing ability to work independently, following written directions
3. Learning to interpret charts, diagrams, graphs, maps, and the like
4. Applying alphabetic sequence in locating words in the dictionary, in an index, or in other resources
5. Following directions, oral and written
6. Using the dictionary for reference-type information
7. Becoming familiar with library tools
8. Becoming aware of what is available in the newspaper, the magazine, the telephone directory; becoming competent in using these media.

In the *intermediate grades,* the work-study skills are extended and refined.

1. Following directions *now includes:*
    - a. Filling out questionnaires
    - b. Carrying out complex directions with frequent checking.
2. Locating information in printed materials *now includes:*
    - a. Finding and using reference and source materials
    - b. Building own reference file — pictures, articles, etc.
    - c. Using copyright and publishing date in evaluating information

   d. Evaluating author's background as given on title page.

3. Evaluating and recalling information *now includes:*
   - a. Using mnemonic devices for recall
   - b. Selecting best of several sources.
4. Organizing information *now includes:*
   - a. Classifying material on several bases
   - b. Preparing summaries, outlines; taking notes.
5. Using graphic representations *now includes:*
   - a. Using bar and line graphs
   - b. Using symbols for reading music, dance chart, and maps
   - c. Using variety of map projections.
6. Varying reading rate *now includes:*
   - a. Reading slowly for detail or retention
   - b. Skimming or scanning with purpose.

When pupils in grades 5-8 give evidence of lacking an adequate foundation in skills, the teacher (or the department) decides how to meet the situation on the basis of • *how many* pupils • are *how severely* retarded • in *how many* and *what kinds* of skills. The answers to these questions determine:

1. Which pupils, if any, need to work with the corrective reading teacher?
2. Which pupils need only additional periods of instruction with the regular class teacher in K-6 schools, the English teacher, or the reading teacher in a departmentalized organization?

Sample Lesson Plans

In the pages which follow, suggested lesson plans for teaching specific skills at each grade level are given. They should be adapted to a particular classroom situation. They may be used with the whole class or a small group within the class.

GRADE 5

Aim:

To develop the ability to distinguish between relevant and irrelevant details.

Motivation:

Tell an anecdote with irrelevant details.

Ask pupils why the story is hard to follow.

Discuss with pupils the habit some people have of putting into a story or incident they are telling a number of unrelated and unnecessary ideas, items, etc., that confuse the listener.

Discuss words we use to describe such items or details:
related — un(not)related; relevant — ir(not)relevant.

Development:

Put on chalkboard two lists of items under a classifying heading:

Desserts	*Footwear*
cherry pie	shoes
ice cream	gloves
tomato paste	slippers
chocolate eclair	boots

Ask pupils to cross out the unrelated, irrelevant item or detail in each list and to explain why the item is irrelevant.

Present one at a time on charts or rexographed sheets the two paragraphs below. In each case, have the pupils:

a) read the paragraph silently

b) underline the main (topic) sentence or idea

c) draw a single line through the sentence that is irrelevant, i.e., that does not increase the reader's understanding of the main idea.

When the lights went out all over the city, many people could not get home from their jobs. Elevators did not work. In England, elevators are called lifts. Trains did not run. Street lights and traffic lights were not operating and it was dangerous to drive a car. Most people were forced to stay where they were until the lights went on again.

Not a subway train carried passengers over the network of tracks. Only one bus line in this great city was operating. Highways and streets were jammed with traffic. Many people hiked across the bridges in freezing cold to reach their places of work. The bus drivers in Dublin,

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Note: The above lesson is adapted from *Intensive Reading Program — Extension.* Teacher's Manual. Board of Education of the City of New York.

Ireland, were also on strike. *New York workers had a difficult time getting to their jobs during the transit strike.*

Summary:

A detail which is not related to the main idea is an irrelevant detail.

Follow-up:

For an independent activity or as a homework assignment, ask pupils to write a paragraph containing at least one irrelevant idea.

GRADE 5

Aim:

To develop or reinforce the recognition and pronunciation of consonant blends, viz., *sn, sp, st, sw.*

Approach:

Put the following words on the board. Ask pupils to circle the word that is different in each group of words, moving from left to right:

nap	nap	nap	snap
pot	spot	pot	pot
spell	sell	sell	sell
stick	sick	sick	sick

Write the selected words — *snap, spot, spell, stick* — on the board and ask pupils to identify the common factor (all begin with 2 consonants).

Development:

Present the following lists of words:

LIST 1	*LIST 2*	*LIST 3*	*LIST 4*
snail	space	stab	swam
snip	spear	steam	swift
snore	spike	stub	swoop

Have pupils look at words in each list and underline that part of the word that is the same in each word in that list.

Have individual pupils read aloud the words in each list.

Elicit fact that each word begins with two consonants, each of which is sounded.

Elicit or teach the fact that such consonant combinations are called *blends.*

Read the following sentences and direct the pupils to raise their hands when they hear a word beginning with one of these consonant blends:

a. A snake can sneak through the grass.

b. He sailed from *Spain* to find *spices.*

c. I rode the *steed* to the *stable.*

d. The *swan swam* across the *swift* river.

Substitution. List the following words on the chalkboard:

rap *fed* *pain* *beet*

Have them read silently. Then have the first word read orally. Substitute *sn* for *r* in the first word on board. Have the pupil pronounce the new word. Do the same for the other words, using the remaining blends. The words are changed as follows:

rap/snap, fed/sped, pain/stain, beet/sweet

Present the following lists of words on charts. Have the pupils pronounce the words first in concert, then individually.

snail
snip
snore
sneak
snub

space
spear
spike
spoke
spade

stab
steam
stub
sty
stole

swam
swift
swoop
sweet
swing

Review the word lists below; have the pupils pronounce words in concert, then individually:

scare
scoop
scuff
scout

skid
skip
sky
sketch

sled
slip
sloop
sly

smile
smell
smack
smudge

Read each of the following words orally from the board; have pupils draw a ring around the words (in each horizontal row) that do *not* begin with a consonant blend:

knack	snack	sack
snag	nag	sag
sail	nail	snail
sat	pat	spat

pill	spill	sill
port	sport	sort
sake	take	stake
store	sore	tore
sweep	weep	seep
wing	sing	swing

Summary:

Elicit from the pupils the four consonant blends taught or reviewed in this lesson:

sn as in snail

sp as in space

st as in stab

sw as in swam

Review the definition of a consonant blend: A consonant blend consists of two or more consonants which are together in a word and must be pronounced together, each with its own sound.

Follow-up:

Give children the following homework assignment: Read page(s) in given text (social studies, literature).

List on paper words beginning with consonant blends.

Group words beginning with *same* blend.

Note: The above lesson is adapted from *Intensive Reading Program. Extension.* Board of Education of the City of New York.

GRADE 6

Aim:

To help pupils find the main idea when it is not directly stated.

Motivation:

Ask pupils to identify their favorite TV programs. Among them will certainly be listed *I Spy, Mission-Impossible, The Man from U. N. C. L. E.*

Why do you like them? (They're exciting. I like to figure out things for myself, etc.)

In a sense when you read a story, you, too, are a detective trying to follow the plot, to figure things out for yourself. Sometimes it's easy. The author tells you directly what it's all about; other times you have to "dig out the facts." Today is one of those "dig out" days. You have to look for clues and put them together to figure out the story.

Development:

1. A picture

The picture shows a little boy standing on a subway platform, crying. The train is just leaving the station and an excited looking woman is pressed against the closed door waving at the child.

Pupils interpret the picture, using different wording.

Ask one pupil to "list the clues" that, put together, told the story.

2. Riddles

Ask pupils to guess "word mysteries" such as "I've many teeth but I don't bite. In fact, I keep you looking just right." (comb)

Pupils enjoy guessing several riddles posed by members of the class. Teacher stresses use of clues to determine meaning.

3. Paragraphs

Ask pupils to restate what they have been doing. (Looking for clues in each situation and putting them together to get the main idea that is to be inferred from the clues.)

We are going to use the same procedure with a number of paragraphs. Turn to (page and paragraph number in book) or look at paragraph #1 on the rexographed sheet. Pupils read silently looking for clues that will add up to the main idea of each of several short paragraphs such as the following:

> He kept his eyes on the history book, but the pages might just as well have been blank. Outside the windows he heard a sharp crack, followed by shouts of excitement and joy. Into his thoughts came a picture of a ball meeting a bat and then sailing out high over a lot.

What is the main idea of this paragraph? (The boy wanted to be out of the classroom — wanted to be playing ball, etc.)

Summary:

How have we been able to identify the main idea (or message) in a picture, a riddle, a paragraph? (By finding clues in each and putting them together to get the main idea.)

Follow-up:

For a homework assignment or for an independent activity, give pupils passages or ask them to clip newspaper articles (with parental permission) to identify the main idea and the clues — words, phrases, sentences — which helped them to determine the main idea.

GRADE 6

Aim:

To help pupils arrive at the meaning of a new word through positive clues in the context.

Motivation:

Most of you have been enjoying *It's Like This, Cat,* but the number of unfamiliar words have given you trouble. What do you do when you meet such words in your reading?

Do you

1. Ignore them? If so, you are likely to misunderstand the author's meaning.
2. Ask someone what they mean? If so, you are dependent on others.

Let's see how we can help ourselves to discover the meaning of unfamiliar words we meet in reading.

Development:

Put on the chalkboard a sentence such as: I expected to ride through the jungle but the enormous size of the pachyderm frightened me.

Help pupils to find contextual clues to the possible meaning of *pachyderm.* (ride, jungle, enormous).

Have pupils check meaning in dictionary.

Read a selection containing unfamiliar words such as *wary, impudent, shrewish, bane, tormentor.* Work with children to identify clues to meaning. Use vocabulary from *It's Like This, Cat.* Put on board:

1. *praying mantis* (p. 133, par. 4)

   When looking for the meaning, read to the end of the sentence, the next sentence, or even the next paragraph for clues such as "It looks almost like a dragon, about four or five inches long. When it flies, it looks like a baby helicopter in the sky."

2. *placid* (p. 115)

   Use the same technique as above.

3. *cycle* (if time) (p. 112, p. 120)

   Can you think of words in which *cycle* appears as part of the word?

   a. bicycle — two wheels
   b. tricycle — three wheels
   c. unicycle — one wheel

Summary:

We can learn the meaning of many new words by using the clues given by other words in a story — the context of the sentence, paragraph, or story.

Follow-up:

Have group read the next chapter at the next session.

Give as a homework assignment the use of the dictionary as another way to find the meanings of *reptile, amphibian, carnivores.*

GRADE 7

Aim:

To review the meaning of antonym; to develop the ability to use antonyms as verbal clues to the meanings of unfamiliar words.

Motivation:

Present the following sentences and have the pupils fill in the blank.

1. My racer is fast but your bicycle is ______________.
2. Some animals are large while others are ______________.
3. I'm short but my brother is ______________.

How did you know the missing word?

What word in each sentence was a clue to the missing word? (*fast, large, short, but,* and *while.*)

We call words such as *fast* and *slow, large* and *small* antonyms or opposites.

Establish aim: How to find the meaning of unfamiliar words from antonyms in the sentence. (Write aim on board.)

Development:

Present a sentence containing an unfamiliar word; e.g., Cars must slow down in the city, but they may *accelerate* on the highway.

Guide students to find a clue to the meaning of *accelerate.*

Have students note "but" as a clue to an opposite.

Have students substitute "go faster" for *accelerate* and check to see if it makes sense.

Present additional sentences; have students note clues *as, yet, although, while, instead.*

He understood the first puzzle, yet the second one *confounded* him.

Instead of being *congenial,* he was hard to get along with.

Although Bill was very thin, his brother was *obese.*

Summary:

Have students copy into notebooks words that are clues to or signals of opposites. Review steps in determining meanings from antonym clues.

Follow-up:

For independent group activity or homework assignment, give pupils additional practice in uses of word clues that signal opposites.

GRADE 7

Aim:

To find the main idea of a long paragraph, using context clues for the meaning of unfamiliar words and phrases.

Motivation:

One of the pleasures of the seventh grade is the reading of *The Adventures of Tom Sawyer.*

You discover, when you read this story, that Tom is a young person very much like many of you. His environment may be very different from yours, but, nevertheless, his sense of adventure and his basic feelings are similar to yours in various situations.

Now, let us imagine ourselves in circumstances like those in which we find Tom in this selection. Let's see if we can learn by his mistake. Let's also find the main idea in the passage and use context clues to the meaning of unfamiliar words and phrases.

Development:

Distribute the rexographed sheet and give pupils about five minutes to read and to discuss the excerpt which follows:

> Tom Sawyer reached school ahead of time. It was noticed that this strange thing had been occurring every day recently. As usual of late, he hung about the gate of the schoolyard instead of playing with his comrades. He was sick, he said, and he looked it. He pretended to be looking everywhere but he was really looking down the road. Presently, Jeff Thatcher hove in sight, and Tom's face lighted; he gazed a moment, and then turned away sorrowfully. When Jeff arrived, Tom accosted him, and warily led up to opportunities for a remark about Becky, but Jeff, giddy lad, never could see the bait. Tom watched and watched, his hopes rising whenever a frisking frock came in sight, and hating the owner of it as he saw she was not the right one. At last frocks ceased to appear, and he dropped hopelessly into the dumps; he entered the empty schoolhouse and sat down to suffer in silence. Then one more frock passed in at the gate, and Tom's heart gave a great bound. The next instant he was out, and "going on" like an Indian; yelling, laughing, chasing boys, jumping over the fence at risk of life and limb, throwing handsprings, standing on his head — doing all the heroic things he could conceive of, and keeping a furtive eye out, all the while, to see if Becky Thatcher was noticing. But she seemed too unconscious of it all; she never looked. Could it be possible that she was not aware that he was there? He carried his exploits to her immediate vicinity; came war-whooping around, snatched a boy's cap, hurled it to the roof of the schoolhouse, broke through a group of boys, tumbling them in every direction, and fell sprawling, himself, under Becky's nose, almost upsetting her. She turned, with her nose in the air, and he heard her say:

"My! some people think they're mighty smart—always showing off!"

Tom's cheeks burned. He gathered himself up and sneaked off, crushed and crestfallen.

Adapted from *The Adventures of Tom Sawyer*
by Mark Twain

Determine the main idea by discussing the following possibilities written on the board:

1. Tom Sawyer has a strange illness.
2. Jeff Thatcher fails to bite at Tom's bait.
3. Tom Sawyer plays Indian to show off before classmates.
4. Tom Sawyer tries to impress Becky Thatcher.
5. Becky Thatcher snubs Tom Sawyer.

Discuss each of the possibilities and select the main idea.

Have pupils underline the following words in the story.

Show them how they can discover the meaning of each of these words simply by considering how the words are used in the sentence.

Unfamiliar Words and Phrases

1. hove in sight
2. accosted
3. warily
4. dropped hopelessly into the dumps
5. conceive
6. furtive
7. exploits
8. vicinity
9. crestfallen

Follow-up:

For homework, or as an independent activity, have pupils copy these words into their notebooks, check their meaning with a dictionary, and write the appropriate defintion next to each word. To save time and to ensure correctness, have pupils copy teacher-made sentences into their notebooks.

GRADE 8

Aim:

To review the identification of the topic sentence of a paragraph; to write a title that incorporates the main topic.

Motivation:

Many of you have been trying to improve your reading in order to do better in your studies. Today, we are going to read some paragraphs to find the most important sentence. What is it usually called? (The topic sentence.) We will read them silently and then orally. We will then reread the paragraphs silently to find a title that will be a clue to the main idea of the paragraph.

Development:

Distribute the sheet with the paragraphs. Have the students read over the first one to find any words that they do not know.

Then have the students read the paragraph aloud.

Which sentence in the paragraph is the most important? Why?

What is the name of this type of sentence? What would be a good title for this paragraph? Have students suggest a few; write them on the chalkboard.

Try to have pupils understand that a title is often a clue to the main idea of a paragraph.

Have the pupils choose the title which seems best from the entries on the chalkboard.

Direct pupils to write the number of the paragraph into their notebooks and to write the title after each.

When the pupils have done the first paragraph together, give them time to read the next one, write the topic sentence, and choose the best title. (Set a time limit.)

If the pupils did not do this exercise well, work with them until they understand what they are doing.

When all exercises have been finished, review with the pupils what they have done and why. Ask them if they have any questions about any other words in the paragraphs. Have them add these words to their own vocabulary lists.

Summary:

As a final summary or statement, stress how the central thought, or in this case, the topic sentence, is important to the meaning and to the recall of the paragraph.

For the teacher: The answers for the paragraph study are:

The topic sentence is the first one in each paragraph.

The titles are likely to be similar to the following:

1. Dogs
2. Our Country's Story
3. The Inspecting Canary

Instructions to the student:

Read each of the following paragraphs carefully.

Follow the directions given by your teacher.

Think about the answer to each question.

Write the answers in your notebooks when you are told to do so.

1. Dogs are among the most popular pets in American households. They provide company for lonely people, guardians for small children, and protection for property. Some dogs are large and powerful; others are small enough to be carried easily under one arm.
2. July 4, 1766, was the birthday of our country. On that day, the American colonies determined to separate from England when the Continental Congress declared that the colonies were free and independent. July Fourth is now celebrated as a holiday in every state to remind us of that early day when the United States became a nation.
3. The little canary was in the habit of making a tour of inspection around the room whenever he had a chance. Very cleverly, he would slip the latch on his cage with his bill, open the little door, and hop into the doorway. After looking around for a bit, he would take wing and fly here and there about the room — alighting for brief periods on the piano, the table, the back of a chair, a lamp, the windowsill, and even on a corner of a picture hanging on the wall.

GRADE 8

Aim:

To review concept that words have meaning only in context; to teach pupils to use every word in a sentence to determine the meaning — an unfamiliar word or a familiar word whose known meaning doesn't "fit" the sentence.

Motivation:

Put the word *board* on the chalkboard. Ask for the meaning of the word (get on a bus or train; close off an area (to board up); a group of people like the "Board of Education"; food (bed and board); a piece of wood, etc.). Direct pupils to the dictionary to find other definitions.

Development:

What clues to the meaning of the word *board* in a given sentence will you use? (The other words in the sentence; the sense of the sentence.)

Put on the chalkboard *frog, log, pick, smart.*

Ask pupils to give *one* meaning for each.

Read the sentences on this chart and see if the definition makes sense in that sentence.

> The railroad sent a man to check the *frog.*
> The ship's *log* was lost in the storm.
> He had the *pick* of the crop.
> The smog caused his eyes to *smart.*

We gave the wrong definitions for three out of four of these words as they were used in these sentences. What does this prove?

(That you can't be sure what a word means until you read the whole sentence.)

We call the special meaning of a word in a particular sentence the contextual meaning.

Read the five sentences on the rexographed sheet.

Note that each sentence repeats a word, using it in a different context.

Match the correct meaning of the word in each sentence with a number of the correct association or meaning:

1. a railroad switch
2. part of a hoof
3. frog (animal)
4. braid fastening
5. hoarseness

The *frog* leaped out of the pond.

She sounded as if she had a *frog* in her throat.

My mother sewed the *frogs* on my coat.

The horse's limp was caused by a sore *frog*.

The switchman examined the *frog*.

Summary:

After the sentences have been checked, ask the pupils to restate their conclusions about the importance of context to precise word meaning.

Follow-up:

An independent activity using context and dictionary to determine accurate meaning of words in a sentence or paragraph.

CHAPTER SEVEN

Teaching Reading to Pupils with Special Problems

Teaching Reading to Pupils for Whom English Is a Second Language

The basic philosophy underlying a developmental reading program is the same for pupils learning English as a second language as for other pupils. The only differences are the content of the material and the techniques of emphasizing oral reading.

Reading has been defined as a process of "sight-sound-sense," in which sight and sound stand for the visual perception of graphic symbols representing speech sounds, and sense, for comprehension of the meaning conveyed by the symbols. It has been demonstrated by laboratory tests that even in silent reading there is an involuntary silent activity of the vocal organs known to psychologists as "silent speech." This persistence of "silent speech" even in fluent readers demonstrates the interdependency of speaking and reading and has important implications for teaching children to read in a second language. Stress, therefore, must be placed on oral language control of reading material if pupils learning English as a second language are to develop that "silent speech" in English.

The Method of Instruction

Recognizing sounds and the letters that represent them is only one part of the reading process. Stress, rhythm, and intonation that give meaning to oral expression must be related to the printed page as well.

Therefore, a great deal of oral reading embodying these aspects is modeled by the teacher and imitated by the pupils. Gradually, the pupils come to recognize the printed symbols that signal these, e.g., capital letters, commas, periods, question marks, and finally contextual clues as an aid to intonation and stress.

Directed Reading Activities: This method combines oral and silent reading though the technique of the oral reading is stressed. Understanding of all elements of English sentence structure, forms, and vocabulary is the goal. It is used with charts or reading texts.

SUGGESTED PROCEDURE:

- Select material that is not too long.
- Motivate the lesson through discussion of content; awaken a desire to find out what the material says.
- Read the material aloud to the pupils as they listen and look at the rexographed copy of a chart or at a text.
- Use normal tempo, stress, and intonation, signaling these with hand motions.
- Help pupils to identify meaning: of name words by use of pictures; of action words and expressions by dramatization; stop and ask questions to develop comprehension.
- Reread the selection, one sentence at a time. Have the pupils read the sentence aloud, using normal tempo, stress, and intonation. Help with model when necessary.
- Have groups read material aloud: one group, then another. More talented individuals may be called on to read aloud.
- Have pupils read silently the now familiar material to find answers to factual questions of who, what, where, that can be answered by sentences found in the printed material. The *why* questions and other inferential questions should occur only when pupils have acquired sufficient control of the language and understanding of the cultural mores involved.
- Use a variety of activities: dramatization; preparation of questions to ask others; sequential listing of sentences which summarize the material; use of new words in original sentences; illustration of the material.
- Use objective exercises: multiple-choice; matching words and phrases with oak tag strips; completion questions; true-false questions requiring the correct answer if one is false.

- Use follow-up: prepare rexographed sheets for independent seat work; select from the following suggestions what is appropriate to the pupil's ability. Reproduce the story or paragraph, leaving spaces between lines. Below the paragraph or story: reproduce words, phrases, expressions, or a sentence for pupils to cut out and paste under the matching ones in the story or paragraph.

  Reproduce the words of a sentence in garbled order. Ask the pupils to put them into the correct word order of the sentence.

  Reproduce sentences of the story or paragraph in garbled sequence. Ask pupils to cut them out and paste them onto a paper in the sequence of the story or paragraph.

Directed reading activities are continued until pupils have acquired a good deal of oral control as well as proficiency in handling this type of reading activity. When this is achieved, pupils are ready for the developmental type of reading lesson.

The typical developmental reading lesson is primarily silent reading and aims to develop the technique of reading one or more paragraphs for the main thought. Preceding the reading, the teacher explains any words, patterns, or idioms that might be difficult. After pupils have been introduced to this type of reading and are able to function fairly well, they are ready to participate in the regular program of the class with some additional help. Methods and procedures of the regular reading program (see pages 14-45) are used at this point of reading development for pupils learning English as a second language.

Materials of Instruction

The reading program for pupils learning English as a second language has two aspects:

A modified language experience approach using teacher-made materials.

A sequential skills development using a reading skills series.

THE LANGUAGE EXPERIENCE APPROACH

The basis for the use of the language experience approach with pupils learning English as a second language is the concept it develops of the interrelatedness of language skills. Pupils realize:

What I can think about, I can learn to talk about.
What I can talk about can be written.
What is written can be read.

The reading material keeps pace with the pupils' developing oral control. It provides reading content at their maturity and interest level, frequently lacking in the strictly controlled skills series at the beginning stage. Therefore, this approach in combination with a skills series affords a more rounded reading program.

The approach is used with the following adaptations:

The program must first teach the sounds, word order, and forms of spoken English by developing listening and speaking abilities concomitantly with oral control of sentence patterns sequentially developed and some vocabulary. The children are taught the relation between the English spoken words and the letters that represent them. The earliest experience is with labeling familiar objects in the classroom such as door, window, desk, Library, Painting Area, Science Table, etc. Teacher-made reading charts are then used.

Three important criteria must be considered in the selection of the language content of the reading chart:

a. The materials must reflect natural language forms
b. The sentence patterns and vocabulary must be controlled
c. The material must have already been mastered audio-lingually. Thus, the sentence patterns, vocabulary, and content utilized during the oral part of the lesson become the language element and content of the reading material
d. The material must reflect the interest of the pupils and be appropriate to their age level.

DEVELOPING READING CHARTS

The teacher guides the group in cooperatively developing a reading chart. The chart may take such forms as a summary of an experience that has been discussed and the pertinent sentence patterns and vocabulary practices in the special language lesson. These charts are often called *Experience Charts.*

Following are several types of charts which may be developed:

With controlled structure

These are the first charts used. The teacher guides the pupils to relate the experience, using a single sentence pattern repetitively. Variation is obtained through vocabulary words and phrases; e.g.,

There are many houses on my street.
There are apartment houses on my street.
There are private houses on the corner.

With less controlled structure

In these charts while the sentence structure still follows the order, subject + verb + object or complement, a variety of verbs may be used to describe the experience; e.g.,

We go to the auditorium every Tuesday.

We salute the flag.

We sing songs.

We see plays.

A memorized dialogue

Dialogues are used to give meaning and dramatic use to sentence patterns in a communication situation. It is often used to introduce new sentence patterns or presented early to provide pupils with language that enables them to function in the classroom before they achieve oral language control. The dialogues are taught as a formula and memorized by the children. The meaning is conveyed through dramatization of the inherent situation, e.g., greetings, classroom routines, etc.

Known material recombined

Let us assume that the class is planning to take a trip in the community. They have listened to and practiced *going* plus the infinitive to express the future. Previous special language lessons, both oral and written, have developed, practiced, and applied such structural elements as:

The use of the possessive: *our class; our lunch*

Expressions of time: *at ten o'clock; at twelve o'clock*

The place of *and* in a series.

The teacher writes the chart arranging learned elements as they apply to a new situation. She writes it on the chalkboard or duplicates it in advance and distributes it so that each pupil may have a copy.

Our Trip to the Supermarket

Our class is going to visit the supermarket tomorrow. We are going to leave school at ten o'clock. We are going to walk to the supermarket on Amsterdam Avenue. We are going to buy cake, candy, and soda for our party. We are going to learn about the supermarket. At twelve o'clock, we are going to walk back to school for our lunch.

Known material and new material combined

The teacher prepares material combining new elements with familiar items. In general, pupils have no difficulty with one new item introduced among 25 to 30 known items. At this time the pupils' oral language control includes a variety of sentence patterns and a more extended vocabulary. The following charts may grow out of curriculum learnings; e.g.,

> *Social Studies or Literature:* Civil War: History through Biography. The story of Harriet Tubman may be selected to illustrate Negro bravery during the events leading to the Civil War. Pupils in the class or the teacher may read to the class *Runaway Slave, The Story of Harriet Tubman* by Ann McGovern.

In previous language lessons, the pupils have practiced both oral and written structural forms with phrases, noun modifiers, adverbial introducers, such as: *finally; where; in spite of; at last.* Depending on the ability of the pupils the teacher may use from one to four lessons to develop the following chart.

> Harriet Tubman
>
> Harriet Tubman was a slave. She lived and worked on her master's plantation in the South. She wanted to be free. She ran away to the North where there was no slavery. She experienced many hardships and dangers on her trip. Many people helped her along the way. Finally she reached the North and freedom.
>
> In spite of the hardships and dangers, Harriet Tubman made many more trips helping others to freedom. She is a heroine of our country.

SEQUENTIAL SKILLS DEVELOPMENT

In addition to the language experience approach, the teacher uses a skills series for the sequential development of specific reading skills.

The Linguistic Approach

The linguistic approach to reading instruction is based on the body of knowledge and understanding about the English language which has been developed by linguists. They believe that reading is a process of converting printed language symbols back into the familiar sound symbols of oral language.

In the linguistic approach, therefore, initial instruction in reading stresses relationship between the letter symbols of written language and the aural symbols of oral language. Meaning is a secondary consideration at this point. To facilitate the child's recall, only those relationships which are consistent or which "pattern regularly," as the linguists say, are presented. For example, *pave* and *gave* and *rave* are presented together but *have* is held until later. *Word perception is cued by the pattern and not by the letter sound. For example, it is not the *i* alone in *it, hit, bit* but the pattern of the vowel-consonant in *it* or the consonant-vowel-consonant in *hit* which leads the child to recognize the words.

As children develop skill in relating printed and aural-oral symbols, attention is then directed to meaning. The child is helped to recognize that to understand the meaning of the printed material, he must apply the pitch, pause, and stress of oral language.

Sentences are carefully structured to follow the subject-verb-object or complement pattern which is closely related to the speech patterns the children are learning.

Because of the careful selection of regularly patterned words and carefully structured sentences in initial reading stages, the linguistic approach has particular merit for children learning to read in English as a second language. Pupils look on the charts they have made for words that pattern and underline them in red. They talk about other words belonging to the matrix. In this way a link is provided between the two methods.

Several linguistic reading series are now available on the New York City Board of Education Textbook List.[1] Each series has its own procedures for achieving the linguistic goals discussed above. The teacher manuals are replete with the philosophy and technique of each system. The teacher may have to make adaptations in the procedures for children learning English as a second language. *Oral* practice of the material to be read will need greater stress and more time devoted to it than may be suggested in the manual. Linguistic reading series thought best suited to this program follow:

Merrill Linguistic Readers (Charles E. Merrill Books, Inc. 1966).

The six readers of this series with teacher's manual and children's skills books present words and grammatical structures selected according to linguistic principles. They are preceded by instruction on the discrimination of the letters of the alphabet in *My Alphabet Book* with correlated sets of alphabet cards. Words are presented in matrices (-at -an) in order to provide minimum contrast of the major spelling patterns. A limited number of high frequency words to be introduced as sight words are placed in circles at various points in the readers. No illustrations are used so that the pupil will not get a clue from or be distracted by the pictures. However, a set of pictures for use in oral discussion is being prepared at this writing. Completion of the program is said to prepare pupils for a 3.1 reading level of a basal series.

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* This is particularly helpful to children who read in a first language whose sound-letter relationship is constant, as in Spanish.

[1] New York City Board of Education. *List of Textbooks for Use By Day and Evening Elementary and Junior High Schools.* (New York: The Board, 1967)

Miami Linguistic Readers (D. C. Heath & Company, 1964 experimental edition)

This material has been developed chiefly for Spanish-speaking pupils. The program is strongly influenced by structural linguistics and at the same time tries to maintain the practice of conventional reading programs by using content which reflects childern's traditional literature. Grammatical forms and arrangements as well as spelling patterns and vocabulary are controlled. The text is accompanied by black-and-white illustrations. The content of the stories is characterized by animals with human qualities, folktales, "realistic" stories, and "Americana." Twenty-one books for pupils with accompanying seatwork booklets and teacher's manuals are projected. The program is designed to cover two years of instruction.

The Linguistic Readers (Harper and Row, Inc., 1965)

At present, this series has been developed to the first reader level. It consists of readers, workbooks, and teacher's manuals. Vowel letters representing speech units in a patterned and consistent way are introduced. Unpatterned speech units are carefully controlled and used when essential to the story. Preprimer and primer stories deal chiefly with talking animals.

Basic Reading (J. B. Lippincott Co., 1964)

Basic Reading is a fully developmental linguistic program for preprimer through grade 8. Readiness activities are built into the actual reading instruction. In beginning reading experiences, stories are preceded by pages of words grouped according to common phonic elements. The sounds of all letters and letter combinations are taught as they are used in normal words. The series attempts to present a wide range of reading matter of a high literary quality appropriate to each grade level. Materials include the pupil's reader and workbook, teacher's manual, and eight filmstrips and a filmstrip manual for the development and reinforcement of skills in reading, phonics, and comprehension.

SRA Basic Reading Series (Science Research Associates, Inc., 1964, 1965)
This series consists of six readers arranged according to levels. Each level constitutes a sequence of sound-spelling patterns. Through an inductive discovery method, the pupil meets the sound-spelling patterns of related groups of words and is led to formulate his own generalizations. The series forms the "decoding" or initial portion of the total reading program from SRA for grades 1-6.

Read Along With Me. Drs. Virginia and Robert Allen of Teachers College, in developing this series, have incorporated into the material the additional motivation of interesting stories not found in most linguistic series at the initial stage. Each story has an uncontrolled portion that moves the story line along. At appropriate places there are strictly controlled portions using words that pattern regularly and function words that round out the structures and are learned as sight words. The teacher reads the uncontrolled portions as the pupils interpolate the controlled material. The skills are developed as in the other series. At this writing, the series is being tried in some New York City schools and it is hoped that by the spring of 1968, Noble and Noble will be ready with the revised edition. The experimental edition can be obtained from Teachers College Press, 501 West 120th Street, New York.

Developing Interest in and the Habit of Reading

The pupil who is facing the difficult task of learning to read in a second language needs more than a program that develops his ability to read in that language, as important as that is. His adjustment to his new environment and culture pattern, his expectations of success, his desire to be liked and wanted, are important factors in the learning process. While this is true in all areas of the curriculum, a literature program and a classroom library that include stories from the pupil's native culture, language, and about his native land, as well as those depicting life and experiences of newcomers to large urban areas, can provide tangible evidence to him of the empathy of his teacher and classmates. He is sure of their respect for his native culture and his contribution to the group. Thus, the child learning English as a second language will be encouraged to learn about other cultures and ways of life, since his culture too, has been included in the program. This self-image as an accepted member of his class will be strong motivation for undertaking the difficult task of mastering English reading skills.

The teacher includes, in her oral readings, folktales of the cultures represented in her class. She introduces this by recalling a folktale familiar to mainland pupils. She then explains that each country has its own folktales that its children learn to love. If she has Puerto Rican pupils in the class, she may choose *"Perez and Martinez"* or *"Juan Bobo and the Queen's Necklace,"* both by Pura Belpre, or *The Green Song* by Doris Troutman Plenn. She asks some of the Puerto Rican pupils to tell what they know of the story or explain any characters that have special meaning for all Puerto Rican pupils, such as the *coqui* in *The Green Song*. She reads the story to the class, discusses it with the pupils, and carries on follow-up activities as she should for all story readings. For French background pupils, *Stone Soup* by Marcia Brown is a charming French folktale enjoyable to pupils of many age levels. The books are then placed in the class library for future handling by the children at library time. This encourages interest in many cultures among all the pupils and builds a good self-image for the pupils for whom English is a second language.

There are books of folklore, fairy tales and picture books in Spanish, French, and other languages that can be ordered from the library catalogue. These can be included in the class library for use by pupils to whom these languages are native and who are literate in them.

Stories that depict life of newly arrived ethnic groups in urban areas, with which pupils of many cultures can identify and enjoy, can be included among the books for the story hour when the teacher reads to the class. For example, *My Dog is Lost* by Ezra Jack Keats and Pat Cherr is a charming book and can be an enriching experience for all children. All pupils can identify with the little boy who feels lonely and frightened in his new home in a strange city. They can understand the compelling force of his love for his lost dog, a love that sends the boy out into that strange city to look for his pet. They experience with him his difficulties in making himself understood. The humor and charm have credibility for pupils. The Spanish words, an integral part of the story, can be an enjoyable experience for the English-speaking pupils as they learn to say them. Status can be given to the pupils of Spanish language background as they act as experts in pronunciation. Pupils of language background other than Spanish or English can dramatize the story, using words and sentences of their native language in place of the Spanish. *Jose's Christmas Secret, Benjie,* and *Maria,* all by Joan Lexau, are some other stories in this genre that can be included in the story hour and the library corner, along with others that can be ordered from the library catalogue.

Classroom experiences of the kind described above will help N.E. pupils develop an interest in books, even if they just handle them or look at the pictures of an already familiar story, during library time. They will be encouraged to participate more fully in the story hour that deals with other cultures and experiences since they have had their own included in the literature program. It is hoped the pupils will thus acquire the habit of turning to books for pleasurable experiences.

Teaching Reading to Pupils with Divergent Speech Patterns

Reading is an aspect of the pupil's total language development. It is important, therefore, for the teacher to recognize the intimate relationship beween the pupil's level of concept development and oral language control and his progress in reading skills. The teacher's instructional techniques will be more effective when he recognizes that:

1. The number and kinds of *concepts* which the pupil has developed about his world and his relation to it are related directly to

   the number and kinds of firsthand or vicarious experiences he has had

   the extent and nature of the guidance he has had in interpreting his experiences.

2. The size, accuracy, and appropriateness of the pupil's *oral vocabulary* and the stage of his language control (using his language to communicate) are directly related to

   his experiences, and the extent to which he has been able to verbalize those experiences, i.e., to use words to ask questions about the experience, classify, and organize the experience, relate it to other experiences, and generalize from it

   the sentence patterns he has heard and imitated in relation to the experience.

3. The meaning of a word is not *in the word* but in the association (experience) the word stimulates in the mind of the listener or reader. Teachers, therefore, need to check constantly on the meaning of words to individual pupils, or the *lack* of meaning of so-called common, everyday words.

Developing Concepts and Related Language Skills

Although pupils may use language effectively at home and with their peers, this language often differs from the language used in school and necessary for school success. The teacher provides many experiences aimed at:

developing and extending concepts
extending and refining vocabulary

increasing auditory* and visual perception

providing examples of correct sentence patterns and opportunities to imitate them

encouraging Standard English usage.

In addition, the teacher finds that he may have to repeat skill instruction in order to "fix" it in the pupil's mind. This repeated instruction in the skill does not imply unimaginative, uncreative word for word duplication of the lesson but a re-presentation or reinforcement of the skill with new material and, perhaps, a different approach.

Firsthand experiences, "action" approaches (creative dramatics, role-playing, choral speaking), the use of tapes, "talking book" records, listening centers, and films are all helpful in developing familiarity with the vocabulary, the intonation patterns, the pauses and stresses of the Standard English used in most reading materials.

The teacher does not stress the pupil's discarding a nonstandard dialect. He teaches a dialect form (Standard) which is appropriate for use in school and certain other situations, and necessary for success in academic work.

Teaching Reading Skills

The actual skills in a reading program for pupils with divergent speech patterns are not different from those in any typical reading program. In addition to stress on language development, the teacher:

makes frequent use of language experience charts such as those described for second language learners (p. 63)

selects materials of instruction that present realistic situations familiar to pupils living in a multi-ethnic urban environment; e.g., *Gateway English* series (grades 7-9) published by Macmillan Co.

Pace of Instruction:

Because of possible differences between the language of the home and the school, the teacher paces the program carefully. Although it has always been a sound pedagogical practice to present one new learning at a time, this is especially true with the disadvantaged pupil. It is equally important that the teacher reappraise each learning experience to determine whether or not it assumes subskills which the pupil does not have. For example, one characteristic which has been attributed to the differential cognitive development of these pupils is that they live in the present. Seldom have they had experiences which require them to analyze the past or plan for the future. Pupils may experience some difficulty if the teacher's questions require them to think back to something that happened a few days or a week ago to establish a cause and effect relationship or to draw inferences that relate to present happenings.

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* Particularly important for pupils with a different set of homonyms from the teacher's; e.g., pin (to fasten) and pin (to write with); foe (enemy) and foe (*for* you).

The home and community environment has a profound effect on pupils' attitude toward school, interest in school-type activities, and progress in academic skills. Some pupils from homes and communities described as "deprived" give little or no evidence of this deprivation in their school relationships or performance. Other pupils find adjustment to the school situation difficult.

Meeting Special Needs

The following suggestions to the teacher for meeting the needs of pupils showing evidence that deprivation has affected their school relationships and performance seem appropriate.

THE PUPILS	THE TEACHER
Are less confident in school situations than in out-of-school situations.	Builds confidence so that the pupil can expect reaction and reward when he completes a task, observes things around him, expresses curiosity, asks questions, and explores ways of finding answers. Has high aspirations and expectations for *all* pupils. Communicates to pupil by word or manner recognition of progress, even if slight, and a belief in his ability to master a skill or resolve a problem.
Have a limited range of concepts and vocabulary useful in school; are not accustomed to looking for similarities that help them to classify objects.	Checks constantly on pupil's understanding of common, everyday words. Provides experiences through these understandings; is alert to the need for giving directions for use of objects and materials "common" in many homes. Allows

THE PUPILS	THE TEACHER
	additional time for pupils to become adept in their use.
	Plans activities involving labeling, classifying, and talking about objects. Uses verbal experiences to deepen understandings, e.g., relative sizes and types of objects.
Are limited in ability to draw inferences or to generalize on the basis of related experiences.	Provides experiences through which he guides pupils to arrive at generalizations and inferences.
Have little experience in planning for tomorrow or next week; expect immediate reward or satisfaction.	Involves pupils in short-range planning (this morning, next lesson). Plans for immediately satisfying outcomes. Gives occasional surprise rewards. Leads pupils into long-range cooperative planning for special events.
Have limited experience with school-type materials — pictures, books, educational games; are insecure in handling and responding to them.	Provides abundance of intellectually stimulating materials and time to handle and enjoy them, e.g., games involving identifying, classifying. Gives careful direction in handling and use of materials.
Know TV personalities, commercial jingles and slogans.	Allows pupils to repeat commercials and name favorite program. Reads nonsense poems; encourages pupils to repeat nonsense words, to make up their own slogans.
Find it easier to discuss and evaluate incidents that are presented through dramatization rather than through verbalization.	Allows pupils to act out incidents using projective devices such as puppets; to record on tape; to use "active" telephone.
	Encourages role-playing in solving problems of class living.

THE PUPILS	THE TEACHER
	Uses objects, pictures, stories, filmstrips, and firsthand experiences as basis for conversations and discussions.
Lose interest in sustained "talking" by the teacher or other adults.	Checks his own "talking" time; encourages dialogue with and among pupils; intersperses verbal instruction with gestures, objects, pictures, pantomime.
	Gives pupils interesting things to talk about; limits "listening time"; watches for signs of restlessness; adjusts activities.
Have patterns of language that represent a dialect unlike language of school.	Accepts the pupil's language pattern for actual communication purposes; selects frequent, crucial class errors for correction; approaches them, not as incorrect vs. correct, but as appropriate or not appropriate in school.
Find their vocabulary inadequate, unfamiliar, or inappropriate in school situation.	Plans many activities to develop concepts and related vocabulary; checks constantly on word meanings; replaces vulgarisms with acceptable words and expressions.

CHAPTER EIGHT

Evaluating the Reading Program

The effectiveness of long-term and day-to-day planning and teaching depends in large part on the teacher's knowledge of each child's reading status and instructional needs. For most of the pupils in our schools, a program of formal standardized testing and of informal testing and observation forms the basis of evaluation in reading.

Using Formal Measures

The Standardized Test

Standardized tests are those for which a standard or fixed procedure for giving and scoring has been established, and for which norms are available. Standardized tests in reading are given each year in grades 2-9.

The test manual supplied with the reading test generally gives a good deal of information about that test and about tests in general. It tells how the *validity* (whether the test measures what it claims to) and *reliability* (consistency of measurement) were established.

Of particular importance is the term *norm* — a concept often misunderstood. A norm is *not* a grade standard or a passing mark. It is the statistical average for the general population of the city or state or region or nation in which the test was standardized. The test norm for a grade means that, on a particular test, half the children in the test sample got a raw score at or above a certain point, and half got a raw score at or below it. Ignorance of the fact that a norm is *not* a grade standard sometimes leads people to the erroneous assumption that all children can and should reach the norm or be considered to have failed in reading.

Nobody expects all children to be exactly at the average for their grade, whether in height, weight, or reading. The value of norms is that they help compare the child with other children in the same grade, and compare him with himself in terms of his own rate of progress. The teacher will have to rely on her own judgment — supported by data available on cumulative record cards — of each child's capacity for learning.

Standardized tests frequently present more than average difficulties to those pupils in our schools who:

1. Have come recently from rural areas of the southern United States or similar places. Many of these pupils have different cultural backgrounds and limited school experiences.
2. Speak nonstandard dialects of English.
3. Speak English as a second language.

In addition to a vigorous program in language arts, such pupils need orientation to and preliminary experiences in test taking. This latter topic is discussed in the *Suggestions about Preparation of Pupils for the Administration of Metropolitan Reading Tests* in the Appendix.

Administering Standardized Tests

The method of administering standardized tests is very important. The following are some general considerations for an efficient testing program.

1. In order to obtain reliable results, a uniform testing procedure must be followed.
2. Before beginning a test, all the necessary materials should be on hand. Each pupil should have a sharpened pencil with an eraser.
3. The examiner should be familiar with the test and with the instructions for conducting it.
4. The examiner's manner should be pleasant, but forceful. The willing cooperation of the pupils must be obtained for a true evaluation of their ability.
5. The rooms in which tests are administered should be quiet, well ventilated, and equipped with furniture suited to the size of the pupils tested. Tests should not be administered in auditoriums or exceedingly large rooms.
6. The directions for a test should be followed verbatim. No supplementary explanations should be given. The teacher should speak and read carefully and pause when directions call for pupils to locate an item.

7. The time limits of a test should be strictly enforced. A stop watch is desirable. If an ordinary watch with a second hand is used, it is necessary to exercise great care to insure accurate timing. The examiner should record the starting time in minutes and seconds immediately at the beginning of each part of the test.
8. Accurate scoring of tests is very important.

Explicit instructions for giving the standardized test are contained in the manual accompanying each test. In order to preserve the validity of the test, it is necessary that the teacher follow these directions precisely. Most of the standardized tests given in New York City are scored by machine.

Using Standardized Test Results

The teacher uses the test results to:

1. Determine the range and levels of reading achievement in his class by listing scores in sequential order
2. Compare the present status of each pupil with his previous status and thus study growth
3. Help him group the class for instructional purposes
4. Plan instructional programs and choose materials for the superior, average, and slow-learning pupils
5. Identify specific weaknesses in reading skills for the class or individual pupils
6. Assist him in reporting the pupil's achievement to his parents
7. Supplement his estimate of each pupil's achievement.

A standardized test by no means gives a full description of a pupil's performance in an area of academic knowledge. It yields a sample of his performance under certain prescribed conditions. In fact, the broader the area tested, the more limited the picture that the test can give. A half-hour test of visual discrimination of words might give a very good assessment of ability to discriminate between the appearance of one word and the look of another; a half-hour test of comprehension of reading material can give only an approximation of what the child can do in a real-life reading situation.

Using standardized tests to measure various aspects of reading achievement can, however, give a general indication of achievement, if not an exact one. Pupils' scores give important, if not perfect, evidence about general achievement level. When used for a very large group of children as a survey of their accomplishment, standardized tests of reading can yield valuable and reliable evidence to the classroom teacher as to the general characteristics of the achievement levels of the group and its subgroups. When the test results are used in the case of the individual pupil, great care must be taken in interpreting the child's score because of several factors inherent in the test and in the variability of human performance which may cause error. No child should be judged on the basis of the results of *one* standardized test.

Every teacher would benefit from studying the actual test papers after they have been rated to find out what is behind the test scores for her class and for each pupil. The number of clues she discovers will vary with her experience, her understanding of the nature of the tests, and her knowledge of the pupils.

The most obvious use of test scores is in grouping pupils for reading instruction. This kind of general grouping, however, is only a partial guide to the kind of teaching and practice each pupil needs. The papers have much to tell in terms of common class needs or group deficiencies.

A common misuse of test scores is to select reading materials on the basis of test scores alone. The norms provided with a test are based on samples of achievement of a large group; they are not indicators of whether a particular publisher's materials are right for a pupil. The publisher's designation of a grade level for his material is only his approximation. The test shows only how the pupil works under pressure. A far better approach to selection of reading materials is the informal textbook test. (See Appendix B.)

In assessing the reading ability of non-English speaking children, it should not be assumed that they cannot read at all. They may already have some reading power in their own language, and a brief test in a book in that language may yield surprising results. On the other hand, *bilingual children* may be able *to read English orally* but may not understand the meaning of what they read.

Using Informal Measures

The evaluation of children's reading should never be regarded as a one-time occurrence that consists of administering and scoring a standardized test. By far the most important evaluation is that which occurs *all through the year* in the day-to-day classroom activities. In general, the two avenues for the teacher in this ongoing evaluation are her careful observation of the pupil and the informal tests she uses as needed. She may either devise these tests for a specific purpose and on a specific reading level, or adapt exercises and brief tests that are in the reading material her pupils are using. The test which the teacher designs to fit a particular situation is often better than formal test material. Needless to say, the actual material in standardized achievement tests is *never* used outside of the formal test situation.

Before the teacher determines the reading level, he can discover a good deal about pupils' backgrounds, experiences, vocabulary, etc., by reading a story aloud to the group and questioning them on the material. Informal tests and observations will help, also, to answer many questions about a child's reading that formal large-group tests are not designed to answer:

1. What level of material can this child read?
2. In what basic reading skills is he proficient?
   What errors does he make frequently?
   In which skills is he deficient?
   For what new and higher skills is he ready?
3. What specific work-study skills can he already use?
   Which skills should I teach him now?
4. What is his attitude towards reading and towards improvement of his reading? Does he need special motivation?
   In what kind of subject matter is he most interested?
   Can he work independently?
   Is he persistent about finishing a job he has begun?
   Is he careless or indifferent in doing his assignments?
   Does his attention to a task often wander?

Using the Informal Textbook Test

The *Informal Textbook Test** is a valuable aid to the teacher in many ways. Like all procedures, it should be used thoughtfully. The figures and percents suggested in the section on interpretation may be modified. Furthermore, since teachers may differ in what they consider to be a reading error, the informal test is not objective, and the grade level it yields should be regarded as a useful instructional aid and not as the equivalent of a grade norm.† Besides, some errors are more serious than others. If Jane reads, "During the summer, plants *story* food for the following spring," she not only needs help with the word *store,* but, more important, has not learned *always* to read for meaning — a very serious deficiency.

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* See Appendix B.

† Teachers need considerable practice in using this aid before they become sufficiently proficient to assume that the results approximate accuracy.

The informal textbook test is not the only avenue to an appraisal of reading status. Even before the tests are given, the cumulative reading records have information about performance in previous grades and give the teacher a clue about where to start the test.

Assessing individual performance

Samples of reading material not only furnish an idea of the pupil's general reading, but also serve diagnostic purposes. Using a sheet for each pupil, the teacher records the pupil's errors as he reads from the book, or immediately after he finishes, to reduce anxiety, noting such items as words miscalled or not attempted, hesitations, repetitions, poor phrasing, unfamiliar phonic elements, and responses to various types of comprehension questions. Such a procedure, particularly for poor readers, contains valuable clues to individual instruction. In addition, undesirable habits like lip movements, head turning, or keeping the place with the finger can be noted. Although this kind of diagnostic procedure is time-consuming, it is used when the teacher needs to evaluate a child's status or progress. Generally, the informal textbook test is a good survey method to use at the beginning of the term to check on reading levels and to get acquainted with each pupil. Later, it is a valuable check on progress. It is also useful in deciding on material for new pupils who lack adequate records.

Determining Status or Progress in Specific Skills

Continuously, throughout the school year, the teacher makes decisions about pupil's progress in specific reading skills through brief informal tests of the specific skills. As important is direct observation of what the pupil is doing and how he does it as he is working. Above all, the appraisal of reading skills should not be thought of in mechanistic terms; it would be erroneous to suppose that a specific procedure could be followed unvaryingly. The situation, the skill under consideration, and the available material suggest the techniques of evaluation the teacher uses in studying her pupils.

For example, the pupil's performance on a job frequently offers clear clues. If the pupil has worked for a few sessions on a series of tasks that give practice in following directions and has performed quite well, it is wasteful to have him go on with the exercises even though the booklet has dozens more. He is obviously able to perform this particular task and is ready to undertake something else.

Another way to judge a pupil's competence in a skill is by a brief informal test. The teacher may choose passages in a reader or textbook on a suitable reading level that illustrate the skill she wishes to test.

A few written questions (for a group of pupils) or oral questions (for a single pupil) may quickly determine how well pupils are functioning.

If tests of this kind are devised from time to time, they will accumulate and become a file that can be used again. It is important to remember that not only the skill itself but also the *difficulty* of the material must be considered. In all cases, the teacher must make certain that she is really testing the skill she wants to test.

Brief tests of phonics and other word recognition skills are not difficult to develop. (It should be noted here that mimeographed material from copyrighted workbooks is contrary to copyright law.) However, these workbooks offer good suggestions and frameworks that can be used as models in constructing short tests. Sample tests which assess the need for phonic instruction are included in the appendix. Through these tests the teacher is able to pinpoint the phonic element which needs further instruction and eliminate those elements which have obviously been learned.

With regard to sight word recognition, it sometimes occurs that pupils repeatedly fail to recognize certain words (whose, their, would, etc.) that most frequently, in reading material, form the Basic Sight Vocabulary of 220 Service Words devised by E. W. Dolch. (See Appendix A.) It is probable that the average third-grade child ought to know all these words without hesitation. A quick individual test should discover the words the pupil does not know. These can then be put on cards and used as the basis of short practice sessions and games towards establishing mastery of these "service" words.

It should be apparent from the content of this chapter that the evaluation of reading is an important objective. A number of techniques have been suggested. Through a day-by-day application of these techniques, the appraisal of children's growth and needs in reading can help improve the achievement of all learners. A sincere belief that pupils can and will improve, communicated to them by manner and voice as well as words, is an important ingredient in progress.

APPENDIX A

A Basic Sight Vocabulary of 220 Words

E. W. Dolch

(Reproduced with permission of the author)

These words make up 50 to 75 per cent of all school reading matter. They are arranged in order of difficulty. For instructional purposes it is important that they be known in any order and not just as they occur in the columns. The list may be divided into small units for use with very poor readers.

a
I
too
to
two
the
in
see
into
and
up
blue
she
yellow
he
go
you
we
big
red
jump
it
play
down
for
old
is
me
look
can
good
brown
six
be
today
not
little
one
black
my
at
all
so
by
do
are
him
her
on
green
eat
four
said
away
run
they
that
going
did
who
like
come
had
saw
no
long
yes
an
three
this
around
was
just
ten
get
if
soon
its
some
from
fly
then
but
as
under
before
walk
stop
drink
his
made
your
ride
help
call
here
sleep
cold
will
pretty
them
when
round
am
white

funny
put
take
of
say
or
ran
work
with
there
about
after
what
ask
sing
must
five
myself
over
cut
let
again
new

well
have
how
keep
out
sit
make
went
has
seven
right
why
please
upon
give
once
together
us
tell
ate
where
many
warm

laugh
live
now
came
buy
very
hold
would
hot
open
light
their
pull
may
goes
small
find
could
fall
think
far
found
read

were
best
because
grow
fast
off
draw
bring
got
always
much
does
show
any
try
kind
wish
carry
know
only
pick
don't
gave

every
which
our
want
thank
better
clean
been
never
those
write
first
these
both
shall
own
hurt
eight
wash
full
use
done
start

APPENDIX B

Using Informal Textbook Test

Numerous research studies and teachers' own experiences show that the grade score achieved on the formal test tends to be higher than the grade designation of published materials the child can actually read. As has been pointed out, teachers often find that publishers' estimates of the reading level of their books do not agree with one another. A teacher may find that a ninth-year book of one publisher's series is "too hard" for her ninth year class, while that of another series is "right."

Furthermore, the instructional material that is used for teaching the student can be on a more difficult level than the "independent material" which the child is to read on his own. There may be a gap of a year or more between them.

The informal textbook test presented here is a valuable aid to the teacher in many ways. Like all procedures, it should be used thoughtfully. The figures and percents suggested in the section on interpretation may be modified. Furthermore, since teachers may differ in what they consider to be a reading error, the informal test is not objective, and the grade level it yields should be regarded as a useful instructional aid and not as the equivalent of a grade norm. Besides, some errors are more serious than others. If Janie reads, "During the summer, plants *story* food for the following winter," she not only needs help with the word *store,* but, more important, has not learned *always* to read for meaning — a very serious deficiency.

The informal textbook test is not the only avenue to an appraisal of reading status. Even before the tests are given, the cumulative reading records provide information about performance in previous grades.

*Giving an Informal Textbook Test

The *informal textbook test* is an important way to measure the teaching of reading.

At the beginning of the school year, the test is used:

1. To determine a child's instructional reading level
2. To aid in requesting appropriate reading material
3. To diagnose abilities and deficiencies in skills
4. To aid the teacher in grouping children for reading.

During the school year, the test is used:

1. To move a child from one instructional level to another when his reading material is too easy or difficult
2. To evaluate his mastery of skills taught
3. To determine the instructional level of a newcomer
4. To complete the record of a child being transferred.

At the end of the school year, the test is used:

1. To evaluate a child's reading progress
2. To complete his reading record before sending it on
3. To provide supervisors with information that will help them in planning their next school organization.

Testing at or above the pupil's level

1. *Conditions.* Each test is to be administered individually. Other students should not hear the responses.
2. *Materials.* Obtain books in a specific series, ranging from one year below to one year above the student's reading level, as noted on his reading record. Use, if available, the Free Informal Textbook Test pamphlet prepared by the publisher of the series being used (this pamphlet indicates by page numbers the selections best suited for use in tests and provides suitable comprehension questions for each indicated selection).

   Or prepare an original test: (a) Select a passage of about 100 running words in a story without too many unfamiliar concepts. Prepare four comprehension questions based on the selection, including literal meaning and finding details; getting main idea; drawing inferences; and reacting to the story.

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* Excerpt from *Sequential Levels of Reading Growth,* Division of Elementary Schools, Board of Education of the City of New York, 1963, p. 44.

3. *Procedure.* Choose a book corresponding to the student's instructional level as noted on his reading record. Introduce the selection, establish rapport, tell a little about the story, tell the proper names, and ask the student to read *orally without previous silent reading.*
4. *Scoring.* Note and count errors as follows:

   Nonrecognition Errors. Each *different* word a student does not know (tell him the word after five seconds) or mispronounces counts as one error. Words mispronounced because of foreign accent are *not* counted as errors.

   Addition Errors. Count as one error all words the student adds, regardless of the total number of additions.

   Omission Errors. Count as one error all words the student omits, regardless of the number of omissions.

   Endings Errors. Count as one error all endings the student omits, no matter how many endings are omitted.

Interpreting the Informal Textbook Test

1. *If a student makes fewer than 5 errors,* repeat the test, using a reader at the next higher level. Continue until the level at which he makes about five errors is reached.
2. *If a student makes more than 5 errors,* repeat the test, using a reader at the next lower level. Continue until the level at which he makes about five errors is reached.
3. *If the student makes about 5 errors,* then ask the four comprehension questions. A score of 75% or higher indicates that this is the student's instructional level. If he scores lower than 75 percent, then:

   If the student is at or below third-year reading level:

   a. Prepare another test of 100 running words from a story at the level on which he scored about five errors.
   b. Have the student read the new selection *silently.*
   c. Ask him four comprehension questions.
   d. A score of 75 percent or higher indicates that this is the student's instructional level; but if the comprehension score is lower than 75 percent, then assign him the reader *one level below* the one used in this test, for this is the student's instructional level. Work closely with him on his comprehension skills.

If the student is above third-year reading level, follow the procedure just outlined, but use three pages in a story instead of just 100 running words.

Recording the Student's Performance on an Informal Textbook Test

Samples of reading material not only furnish an idea of the student's general reading, but also serve diagnostic purposes. Using a sheet for each student, the teacher records the student's errors as he reads from the book, noting such items as *words miscalled or not attempted, hesitations, repetitions, poor phrasing, unfamiliar phonic elements,* and *responses to various types of comprehension questions.* Such a procedure, particularly for poor readers, contains valuable clues to individual instruction. In addition, undesirable habits like lip movements, head turning, or keeping the place with the finger can be noted. Though this kind of diagnostic procedure is time-consuming, it is used when the teacher needs to evaluate a student's status or progress.

APPENDIX C

Reading Skills Diagnostic Test #1, Part A

Name____________________Class____L. A. Class____Date______

Directions: The teacher reads a word or sound.
Pupils put a circle around the word or sound they hear.
Correct responses are indicated where helpful.

Initial Consonants:

1. dig pig big wig
2. not lot got rot
3. rip dip tip lip
4. may say ray pay
5. weed need seed feed
6. kill will sill fill

Initial Consonant Blends:

1. sm sn sl sp
2. cr cl
3. gl gr
4. pl pr
5. fr fl
6. bl br
7. sl st sp sm
8. tr th

Initial Digraphs:
(2 letters — single sound)

1. pr pl fr ph fl
2. sh sp sm sn sl
3. cl cr ch
4. tr th

Long Vowels:

1. cane can come
2. bit bet bite
3. note not net
4. Pet Pete Pit
5. tub tab tube
6. feed fed fad
7. road rod raid
8. pan pain pine

Diphthongs: (Vowel Blends)

1. bail boil boll
2. bout boat beat
3. chuw chow chaw
4. Roy Ray Rye

Reversals:

1. was saw
2. on no
3. tap pat
4. now won
5. pot top
6. ton not
7. pan nap

Short Vowels:

1. bit bat but bet
2. hat hit hut hot
3. pit pat put pet pot
4. gig bag beg bog bug
5. pock pick peck puck pack

Endings:

1. waiting waited waiter
2. talked talker talking
3. sailed sails sailing
4. dreamed dreaming dreamer
5. foolish fooled fools
6. friendly friendship friendless
7. calmed calmly calmer

NEEDS NOTED: √ or circle	*Help Given (date)*	*Materials Used*
Short vowels a e i o u		
Long vowels a e i o u		
Diphthongs oy oi ou ow		
Consonants		
Consonant blends		
Reversals		
Digraphs th ph sh ch		
Endings		

Note: More than one error of any kind indicates a weakness in that area. Three or more errors of any kind indicate great weakness.

*Reading Skills Diagnostic Test #1, Part B**

Name______________________Class______L. A. Class______Date________

Directions: Read each story carefully. Then read each question carefully.
Put the letter of the correct answer on the line at the right of the paper.

The snow was still falling. It was almost four feet high. School was closed for the day. Very few people were on the street. The winter day was dark and gloomy.

1. This story is mainly about (a) people on the street (b) an empty school (c) a snowy day (d) a short storm — 1. ____ MI*
2. How many people were on the street? (a) none (b) a few (c) many (d) four — 2. ____ D*
3. The word *It* in sentence two stands for (a) the day (b) the school (c) the snow (d) the street — 3. ____ PRO-ANT*
4. The day was (a) bright (b) dark (c) noisy — 4. ____ D

The country doctor will find the helicopter a good way to travel. The helicopter will take him into the sky. The doctor can *land* on any farm. Winter storms and fallen trees will not stop him. Spring floods will not stop him. He can help the farmer and any other sick person who needs him.

1. The best title for this story is (a) Winter Storms (b) A Good Way to Travel (c) Helping Farm Animals (d) The Farmer's Helicopter. — 1. ____ MI
2. The word *He* in the last sentence stands for (a) the farmer (b) a sick person (c) the doctor — 2. ____ PRO-ANT
3. The doctor in this story is a (a) school doctor (b) tree doctor (c) country doctor (d) city doctor — 3. ____ D

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* See Teacher's Key, p. 94.

4. The word *land* as it is used in this story means (a) a nation (b) earth (c) bring a fish in (d) come down to the ground. 4. ____ CON-CL

The doors closed with a bang, and the train started. John and his father sat down. The conductor came along and took their tickets.

The train started to go fast. John did not like to ride in fast cars or trains. He had to catch his breath. His father looked at him. Then Father smiled and handed him a book.

1. This story is mainly about (a) a happy father (b) finding a seat on a train (c) a train conductor (d) a boy on a train trip. 1. ____ MI
2. John had to catch his breath because (a) the conductor took their tickets (b) his father looked at him (c) the train was going fast (d) the doors closed with a bang. 2. ____ I (C-E)
3. Which set of events is in the proper order?
   (a) The conductor took the tickets; the doors closed; John had to catch his breath.
   (b) The doors closed; John had to catch his breath; the conductor took the tickets.
   (c) The doors closed; the conductor took the tickets; John had to catch his breath. 3. ____ I (SEQ)
4. What do you think John did next?
   (a) changed his seat (b) went to sleep (c) began to read (d) cried for lunch 4. ____ I (PO)

Aunt Mary came for a visit and supper. She had been shopping. She brought gifts for the children. Susan got a paint set. She ran to get some paper right away.

Ellen got a doll. Jim got a top, and Juan got an airplane. The children did not forget to thank Aunt Mary for the gifts. Mother thanked her, too. Then Mother and Aunt Mary began to cook the supper.

1. The best title for this story is (a) Ellen's New Doll (b) Toys for Boys (c) Aunt Mary Cooks Supper (d) Gifts from Aunt Mary 1. ____ MI

2. From this story, we can tell that the children were (a) angry (b) polite (c) silly (d) tired 2. ____ I

3. Who got an airplane? (a) Jim (b) Ellen (c) Juan (d) Mother 3. ____ D

4. Which set of events is in the proper order?
   (a) Aunt Mary went shopping; she gave gifts to the children; Mother thanked her.
   (b) She gave gifts to the children; Mother thanked her; Aunt Mary went shopping.
   (c) Mother thanked her; Aunt Mary went shopping; she gave gifts to the children. 4. ____ I (SEQ)

5. What do you think happened next? (a) Aunt Mary went home (b) Susan painted a picture (c) Mother went shopping (d) Ellen thanked Mother. 5. ____ I (PO)

Bill woke up when he heard the rooster. Bill looked out the window. He saw many cows in the pasture. He saw many hens and their little chicks in the front yard. He saw his grandfather already at work in the big field of crops. Grandfather was calling to Bill to come down and help him for a while.

Then Grandmother began to ring the breakfast bell for Bill. He dressed quickly and ran down the steps to the kitchen.

1. This story is mainly about (a) many hens and their chicks (b) morning on the farm (c) a rooster (d) a good farm breakfast. 1. ____ MI

2. Bill ran down the steps because (a) the cows were in the pasture (b) the rooster woke him up (c) he was hungry (d) grandmother needed his help. 2. ____ I (C-E)

3. What do you think Bill did after breakfast? (a) went to school (b) worked with Grandfather (c) stayed in his room (d) went for a swim. 3. ____ I (PO)

4. Which set of events is in the proper order?
   (a) Grandmother called Bill; Bill saw the cows; Bill ran down the steps.
   (b) Bill saw the cows; Grandmother called him; Bill ran down the steps.
   (c) Bill saw the cows; Bill ran down the steps; Grandmother called him. 4. ____ I (SEQ)

5. Where were the chicks? (a) in the yard (b) in the pasture (c) in the fields (d) in the kitchen. 5. ____ D

6. The word *ring* as used in this story means (a) something to wear on the finger (b) make a sound (c) call on the telephone (d) make circle 6. ____ CON-CL

Mother made a paper hat and a paper doll for each of the girls. Then she made paper boats for the girls. Helen got a red boat, and Kay got a blue one. They sailed their boats in the bathtub. They splashed the water to make the boats go faster. Soon Helen saw her boat *sink* beneath the green water. She ran crying to mother. Mother told *her* not to cry.

1. The word *one* as used in this story stands for (a) a paper hat (b) Kay (c) a boat (d) a doll 1. ____ PRO-ANT

2. The word *sink* as used in this story means (a) a place in which to wash your hands (b) go under 2. ____ CON-CL

3. Helen's boat was (a) red (b) green (c) blue 3. ____ D

4. The word *her* in the last sentence stands for (a) Mother (b) Kay (c) Helen 4. ____ PRO-ANT

5. Helen cried because (a) she wanted a paper hat (b) her boat sank (c) Kay wouldn't play with her (d) the water had splashed on her. 5. ____ I (C-E)

6. What do you think happened next? (a) Mother tore up Kay's boat (b) Helen took Kay's boat (c) Mother bought Helen a new boat (d) Mother made Helen another boat. 6. ____ I (PO)

7. Which set of events is in the proper order?

(a) Mother made hats; Helen cried; Helen's boat sank.

(b) Helen's boat sank; Helen cried; Mother made hats.

(c) Mother made hats; Helen's boat sank; Helen cried.

7. ____ I (SEQ)

Teacher's Key: **MI (Main Idea); D (Detail); I-PO (Inference-Predicting Outcome); I-CE (Inference-Cause and Effect); I-SEQ (Inference-Sequence of Events); CON-CL (Contextual Clues); PRO-ANT (Pronoun Antecedent).**

Needs Work in:		***Help Given (date)***		***Materials Used***
Main idea	**:**		**:**	
Noting details	**:**		**:**	
Predicting outcome	**:**		**:**	
Cause and effect	**:**		**:**	
Sequence of events	**:**		**:**	

Note: Two errors of any particular kind indicate a weakness in that area. More than two errors indicate extreme weakness.

APPENDIX D

Suggestions About Preparation of Pupils for the Administration of Metropolitan Reading Tests[*]

INTRODUCTION

What is proper, ethical, and educationally desirable preparation for, let us say, a nationally standardized reading test? This question has been asked frequently by superintendents and principals. In this memorandum I attempt to provide constructive suggestions. These stress the use of oral or written questions on the day-by-day reading materials. These stress, also, the periodic teacher-made or committee-made tests. They warn clearly: Never use any form of the nationally standardized Metropolitan Reading Test for preparation of practice.

The day-by-day questions on reading material and periodic teacher-made tests are entirely proper, ethical, and educationally desirable preparation for a nationally standardized test. Furthermore, I believe that they will improve instruction in skills important in reading comprehension.

On Thursday, February 16, 1967, at a meeting of the Association of Assistant Superintendents. I offered some suggestion on the preparation of pupils for the administration of the Metropolitan Reading Tests. Here in capsule form are the major suggestions:

1. *In daily reading instruction at grade 4 and above, stress such skills of silent reading as:* (a) stating the main idea of a paragraph or selection; (b) getting the literal meaning or direct detail from a sentence or phrase; (c) making inferences from

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[*] Memorandum from J. Wayne Wrightsone, Assistant Superintendent for Research, Board of Education of the City of New York. Office of Educational Research to District Assistant Superintendents, Feb. 24, 1967.

the facts stated; and (d) determining the special meaning of a multi-meaning word used in a selection.

2. *At periodic intervals administer to pupils teacher-made or committee-made reading tests which are similar in format to the Metropolitan Reading Tests.* At grade 4 and above these tests will contain some selections or paragraphs followed by four types of questions or items indicated in the preceding statement. (See Appendix A.)

   At grade 5 and above mimeograph a separate answer sheet so that pupils will gain practice in marking a separate answer sheet. This is an attempt to approximate the nationally standardized test taking experiences of children.

   Such periodic test taking exercises will probably be of more value to disadvantaged than advantaged children. It will not harm either type of child.

   NOTE: Subscribers to Scholastic Magazines such as *News Trails, News Explorer, Young Citizen,* and *Newstime* will find reading tests following this format issued three times each year (October, January, May).

3. *Strive for good mental health.* If the teacher and supervisor follow the suggestions about stressing day-by-day attention to the various skills in reading instruction and the periodic use of teacher-made tests similar to the Metropolitan Reading Test, a good foundation has been laid for a confident pupil attitude. If the pupil knows the reading skills the nationally standardized test is to cover, he is more likely to be relaxed and calm in the crucial test situation.

4. It is permissible to administer tests other than the Metropolitan Reading Tests to accustom pupils to the taking of tests. This is especially true of the use of older and obsolete reading tests not currently used. The Bureau of Educational Research has constructed and published tests: *Growth in Reading:* Test C and Test D, which measure the reading skills or objectives, as previously described. These are listed on the Bureau of Supplies *Approved List.* (NOTE: Do not depend on the grade norms reported. They are obsolete.)

5. Review *briefly* a day or two before the administration of the nationally standardized test the objectives, or skills, that have been a concern of the day-by-day instruction and the periodic

teacher-made tests. *Don't try cramming;* it will probably do more harm than good.

6. *Do not administer or discuss specifically any form of the Metropolitan Reading Test.* Research has shown that administration of a parallel form of the test a week before the test is administered will produce a practice effect, on the average, of two or more raw score points. The administration or discussion of the specific form of the test administered is fatal. The results are useless and misleading. It is an abuse of standardized tests.

   It is unethical to administer or discuss with pupils a parallel form or the specific form of the test to be used in a citywide survey of reading or any other subject.

SUGGESTIONS OF SOURCES OF SELECTIONS FOR TEST EXERCISES

Where can teachers or committees for a school or district look for paragraphs, or selections, for test exercises in reading comprehension? Here are some suggestions which offer guidelines for action:

1. Use or adapt a paragraph or paragraphs from a basal reading textbook or any supplementary reading books to provide a *selection* from which questions or items previously defined may be contributed to measure aspects of reading comprehension.
2. If the teacher or committee prefers to write "original" selections, newspaper stories, magazine articles, or social studies and science books provide excellent ideas which may be developed into "original" selections or paragraphs.

Format of the Test Exercises

The basic design of each test exercise (similar to the Metropolitan Reading Test of Grade 3 and above) involves four basic aspects of reading comprehension which are consistent for each exercise. Additional optional items are not necessarily included in each test exercise. These categories provide the basis for indicating that the comprehension test has analytical features for use by the teacher.

A. *Main thought.* Ability to select the main thought of a passage; ability to judge the general significance of a passage; ability to select a headline for a passage.

B. *Literal meaning.* Ability to understand a writer's explicit statements, to get the literal meaning of what is written, to identify direct details in the passage.

C. *Reasoning in reading.* Ability to weave together the ideas in a passage and to see their relationships; ability to draw correct inferences from a writer's statements; to go beyond the literal interpretation to the implications of the statements.

D. *Word meaning (Vocabulary).* Ability to determine from the context the meaning of an unfamiliar word; to select the one of several known meanings of a word that is most appropriate in its particular contextual setting.

E. *Optional skills* or abilities that are occasionally tested include: Ability to determine a writer's purpose, intent, or point of view as expressed in the passage; ability to determine the tone or mood of the passage. These are mainly inferential items and may be subsumed under "Reasoning in reading."

General Suggestions

1. Use fresh material that children will not be likely to have read in popular books. Avoid familiar fairy tales, fables, etc.
2. Avoid "tie-in" items or questions that depend on a previous question for aid in answering.
3. Avoid "obvious" answers to questions in which children can select the answer without reading the selection.
4. Keep the vocabulary level of the questions consistent with the vocabulary level of the reading selection or paragraph. Both should represent about the same level of difficulty.
5. Maintain an appropriate and representative emphasis upon the modern urban cultures and subcultures.

Example of a Reading Test Exercise — Grade 3 or 4

The following selection or paragraph has been adapted from a story in a children's magazine for a reading test exercise. As such, it requires paragraphs, or exercises, that permit items and questions that test the following: (a) main idea or theme of the passage; (b) literal meaning of a part of the passage; (c) an inference or conclusion to be drawn from the passage; and (d) a *word* with multiple meanings whose specific meaning can be determined by the *context* in which it is used in the passage.

Theodore Roosevelt was President of the United States many years ago. He was also a famous writer, soldier, and explorer.

But he was never too busy to write letters to his six children. He wrote to them whenever he or they were away from home. He began when the children were very, very young, so at first he sent funny little "picture letters" that he drew himself. He kept on writing often until the children were grown up. He gave them a *report* about their pets, or about the family, or what he saw on his travels.

Roosevelt's children saved the letters because they were so funny and interesting. You can read them today in a book called "Theodore Roosevelt's Letters to His Children."

1. A good name for this story is
____A Helpful President (Main idea or theme)
____A Great Artist
__X__A Loving Father
____A Busy Traveller

2. Besides being President, Theodore Roosevelt was
____a mayor (Literal meaning)
____a sailor
____a printer
__X__an explorer

3. Roosevelt sent "picture letters" because
____he liked taking pictures (Inference)
____he liked to draw
__X__the children couldn't read
____he was travelling

4. As used here, *report* means
____call back (Multi-meaning word)
____complain (See dictionary)
__X__story
____repeat

APPENDIX E

Curriculum, Library, and Test References

I. New York City Board of Education Publications

1. *A Guide for Beginning Teachers of Reading: Grades 1-4.* Curriculum Bulletin No. 5, 1967-68 Series.
2. *A Guide for Beginning Teachers of Reading: Grades 9-12.* Curriculum Bulletin No. 7, 1967-68 Series.
3. *A Practical Guide to Individualized Reading.* Bureau of Educational Research Publication No. 40, 1960.
4. *Getting Started in the Elementary School: A Manual for New Teachers.* Office of Personnel and Teacher Training, 1966.
5. *Getting Started in the Secondary School: A Manual for New Teachers.* Office of Personnel and Teacher Training, 1966.
6. *Handbook for Language Arts, Grades 5-12: Reading and Literature.*
7. *Library Books for Elementary and Junior High Schools.* Bureau of Libraries, 1966.
8. *Reading: Grades 7 - 8 - 9.* Curriculum Bulletin No. 11, 1957-58 Series.
9. *Reading in the Subject Areas: Grades 7 - 8 - 9.* Curriculum Bulletin No. 6, 1963-64 Series.
10. *Sequential Levels of Reading Skills: Prekindergarten — Grade 12.* Curriculum Bulletin No. 4, 1967-68 Series.

II. New York State Department of Education Publications

Reading in Secondary Schools. Bureau of Secondary Curriculum Development, 1965.

Test References

1. *Roswell — Chall Diagnostic Reading Test of Word Analysis Skills. Grades 2-6.* Essay Press, 1956-59.
2. *Botel Reading Inventory. Grades 1-12.* Follett Publishing, 1961.
3. *Gray Oral Reading Test. Grades 1-16.* Bobbs-Merrill, 1963.

APPENDIX F

1. Reading Reference Books for Elementary School Teachers

Bloomfield, Leonard and Barnhart, Clarence. *Let's Read.* Detroit: Wayne University Press, 1961.

Describes a way to teach reading based upon structural linguistics. No pictures are included so that the child is forced to use only the printed symbols to arrive at the word. Words are presented in regularly spelled patterns.

Bond, Guy L. and Tinker, Miles A. *Reading Difficulties, Their Diagnosis and Correction.* New York: Appleton-Century-Crofts, 1957.

Describes the nature and causes of reading difficulties. Gives specific help in methods of diagnosing, and steps in correcting reading difficulties in the formative stages.

Botel, Morton. *How to Teach Reading.* Chicago: Follett Publishing, 1962.

Major portion deals with word-attack skills. Contains scope and sequence chart of phonetic and structural patterns and word lists grouped about specific phonetic and structural skills according to grade level.

DeBoer, John and Dallmann, Martha. *The Teaching of Reading.* New York: Holt, Rinehart & Winston, 1964.

A general book on the teaching of reading in the elementary school. Word recognition is not treated as extensively as in other books. The chapters dealing with comprehension and work-study skills, however, offer many detailed analyses and activities.

Downing, John. *To Bee or Not to Be.* New York: Pitman Publishing, 1962.

Describes the launching of the Augmented Roman Alphabet (i/t/a) in British schools. Specific instructions are given for the formation of i/t/a symbols. Some intitial research is reported.

DURKIN, DOLORES. *Phonics and the Teaching of Reading.* New York: Teachers College Press, Columbia University, 1965.

Discusses nature and content of phonics and its relationship to reading. Specific examples of classroom procedures for helping children with sounds of letters and letter combinations; phonic generalizations and syllabication are included. Contains a chapter on linguistics and reading.

First Grade Reading Programs. (Perspectives in Reading No. 5) Newark, Del.: International Reading Association, 1965.

Contains a description of basic philosophy, and in some cases an evaluation of many approaches being used in teaching reading in the first grade — individualized reading, basal reading, linguistic approach, phonic approach, new alphabet approach, language experience approach.

FRIES, CHARLES C. *Linguistics and Reading.* New York: Holt, Rinehart & Winston, 1963.

Contains a descriptive survey of the new views of the nature and functioning of human language. Chapter 3 discusses language meanings as related to the language code of signals. A general analysis of the reading process in terms of these meanings and signals follows.

GRAY, WILLIAM S. *On Their Own in Reading.* Chicago: Scott, Foresman, 1960.

Deals entirely with word perception. Part I discusses principles and generalizations in the use of context clues, word-form clues, structural and phonetic analysis. Part 2 presents a comprehensive sequential program in word analysis with innumerable specific activities.

HARRIS, ALBERT. *Effective Teaching of Reading.* New York: David McKay, 1962.

A basic book in teaching reading. Discusses word attack, vocabulary development, comprehension, and efficiency in reading with specific sequence of development in many areas. Appendix contains a concise summary of phonics.

LEE, DORRIS AND ALLEN, R. V. *Learning to Read Through Experience.* New York: Appleton-Century-Crofts, 1963.

Describes the language experience approach as a plan for developing reading ability in a program of the communication skills.

Contains many examples of language experiences in reading as well as suggested group and individual activities.

Monroe, Marion and Rogers, Bernice. *Foundations for Reading.* Chicago: Scott, Foresman, 1964.

Covers the prereading period. Establishes the relationship between many aspects of child growth and development and the process of learning to read. Contains many specific activity suggestions related to the skills they are designed to develop or strengthen. Major focus is on the developmental reading program for the classroom.

Smith, Nila Banton. *Reading Instruction for Today's Children.* Englewood Cliffs, N. J.: Prentice-Hall, 1963.

Discusses the major growth areas of skill development in reading: word identification, meaning, study skills, fluency, and rate together with many practical suggestions. Part 4 contains four chapters concerned with prereading and initial reading instruction. Valuable in giving an overview of the total reading program for elementary schools.

Veatch, Jeanette. *Reading in the Elementary School.* New York: Ronald Press, 1966.

Discusses individualized reading in detail. Gives examples of methods of grouping children according to interest and need. Section dealing with the alphabetic principle is clear, precise, and very valuable in beginning reading instruction.

APPENDIX G

Selected Reference Books for Teachers of Reading in Intermediate and Junior High Schools

Austin, Mary; Bush, Clifford; and Huebner, Mildred H. *Reading Evaluation.* New York: Ronald Press, 1961.

Bamman, Henry A.; Hogan, Ursula; and Green, Charles E. *Reading Instruction in the Secondary School.* New York: David McKay, 1961.

Bond, Guy L. and Tinker, Miles A. *Reading Difficulties, Their Diagnosis and Correction.* New York: Appleton-Century-Crofts, 1967.

Carrillo, Lawrence. *Reading Institute Extension Service (Grades 7-12).* Eight Units. Chicago: Science Research Associates, 1962.

Dawson, Mildred A. and Bamman, Henry A. *Fundamentals of Basic Reading Instruction,* 2d ed. New York: David McKay, 1962.

DeBoer, John J. and Dallman, Martha. *The Teaching of Reading,* rev. ed. New York: Holt, Rinehart & Winston, 1964.

Early, Margaret J., ed. *Reading Instruction in Secondary Schools.* (Perspectives in Reading No. 2) Newark, Del.: International Reading Association, 1964.

Elkins, Deborah. *Reading Improvement in the Junior High School.* New York: Teachers College Press, Columbia University, 1963.

Finocchiaro, Mary. *English as a Second Language from Theory to Practice.* New York: Regents Publishing, 1964.

Harris, Albert J. *How to Increase Reading Ability: A Guide to Developmental and Remedial Methods,* 4th ed. New York: David McKay, 1961.

Herber, Harold L., ed. *Developing Study Skills in Secondary Schools.* (Perspectives in Reading No. 4) Newark, Del.: International Reading Association, 1965.

Karlin, Robert. *Teaching Reading in High School.* Indianapolis, Ind.: Bobbs-Merrill, 1964.

McKee, Paul. *Reading, A Program of Instruction for the Elementary School.* Boston: Houghton Mifflin, 1966.

Smith, Nila Banton. *Reading Instruction for Today's Children.* Englewood Cliffs, N. J.: Prentice-Hall, 1963.

Stauffer, Russell G., ed. *Speed Reading: Practices and Procedures.* (Proceedings of the Forty-fourth Annual Education Conference, Vol. X) Newark, Del.: University of Delaware, 1963.

Strang, Ruth; McCullough, Constance; and Traxler, Arthur E. *Problems in the Improvement of Reading,* 3d ed. New York: McGraw-Hill, 1961.

Veatch, Jeanette. *Reading in the Elementary School.* New York: Ronald Press, 1966.

Weiss, M. Jerome. *Reading in the Secondary Schools.* New York: Odyssey Press, 1961.

Whipple, Gertrude and Black, Millard H. *Reading for Children Without — Our Disadvantaged Youth.* Newark, Del.: International Reading Association, 1966.

PROFESSIONAL JOURNALS

Elementary English. National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. (Published monthly October through May).

English Journal. National Council of Teachers of English, 508 South Sixth Street, Champaign, Ill. (Published monthly October through May).

The Journal of Reading. International Reading Association, Box 695, Newark, Del. (Published six times per year).

The Reading Newsreport, P.O. Box 63, Wethersfield, Conn. (Published monthly October through May, except December).

The Reading Teacher. International Reading Association, Box 695, Newark, Del. (Published monthly October through May).